

## Early Years Progression skills map

Reading						
0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months/ELG	Key Vocabulary
Enjoys looking at books and other printed materials with familiar people.	Handles books and printed materials with interest.	Interested in books and rhymes and may have favourites.  Turns pages in books sometimes several at a time.	Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories.  Fills in the missing word or phrase in known rhymes, stories or games.	Enjoys rhyming and rhythmic activities. Shows an awareness of rhyme and alliteration.  Recognises rhythm in spoken words.  Listens to and joins in with repeated refrains and anticipates key events.  Describes main story settings, events and characters.  Shows interest in illustrations and print in books and print in the environment. Looks at books independently.  Handles books carefully.  Knows information can be relayed in the form of print.  Holds books the correct way up and turns pages.  Knows that print carries meaning and in English is read from left to right and top to bottom.	Continues a rhyming string. Hears and says initial sounds in words.  Can segment the sounds in simple words and blend them together and knows which letter represents some of them.  Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences.  Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.  Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.  Use phonetic knowledge to decode regular words and read them aloud. Read some common irregular words.  They demonstrate an understanding when talking with others about what they have read.	<p>Rhyme, print, words, letters, sounds, books, story, phoneme, blend, segment.</p> <p style="background-color: #00a0e3; color: white; text-align: center; font-weight: bold;">Links to Characteristics of Effective Learning</p> <p>Willing to have ago</p> <p>Keep on trying</p> <p>Being involved and concentrating</p>

Writing						
0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months/ELG	Key Vocabulary
	Enjoys the sensory experience of making marks in damp sand, paste or paint. Holds pen or paint brush using whole hand grasp and makes random marks with different strokes.	Notices and is interested in movements that leave marks. Makes connections between movements and the marks they make.	Distinguishes between the different marks they make. Imitates drawing simple shapes such as circles and lines. Beginning to show a preference for dominant hand. Beginning to use three fingers (tripod grip) to hold writing tools.	Sometimes gives meaning to marks as they draw and paint. Ascribes meaning to marks that they see in different places. Draws lines and circles using gross motor movements. Holds pencil between thumb and two fingers, no longer using whole hand grip. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters e.g. letters from their name.	Gives meaning to marks as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says initial sounds in words. Can segment sounds in simple words and blend them together. Link sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels and captions. Attempts to write short sentences in meaningful contexts. Begins to form recognisable letters.	Letter, sound, phoneme, digraph, trigraph, sentence, word, finger space, full stop, capital letter, blend, segment.
						<b>COEL links</b>
						Showing particular interest
						Initiating activities
						Showing a 'can do' attitude
						Persisting with activity when challenges occur
						Thinking of ideas

Maths						
0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months/ELG	Key Vocabulary
Notices changes in number of objects/images or sounds in a group of 3.	Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. Has some understanding that things exist, even when out of sight.	Knows that things exist, even when out of sight. Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles. Says some counting words randomly	Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. Recites some number names in sequence. Creates and experiments with symbols and marks representing ideas of number. Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'. Knows that a group of things changes in quantity when something is added or taken away.	Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in numerals in the environment. Shows an interest in representing numbers.	Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to 3 or 4 objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10 and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to 10 objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain.	Count, number, amount, 1-20, add, take away, numeral, quantity, more, less, group, bigger, smaller.
						<b>COEL links</b>
						Representing their experiences in play
						Seeking challenge
						Taking a risk, engaging in new experiences, and learning by trial and error
						Finding ways to solve problems
						Making links and noticing patterns in their experiences

				<p>Realises not only objects, but anything can be counted, including steps, claps or jumps</p>	<p>Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>They solve problems, including doubling, halving and sharing.</p>	<p>Testing their ideas</p>
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Science						
0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months/ELG	Key Vocabulary
Looks around with interest.	<p>Closely observes what people, animals and vehicles do.</p> <p>Knows things are used in different ways e.g. pushing and pulling</p>	<p>Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, pulling, turning and poking.</p>	<p>Notices detailed features of their environment.</p> <p>Enjoys playing with small world.</p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Can talk about things they have observed such as plants, animals and natural objects they have found.</p> <p>Talks about why things happen and how they work. Developing an understanding of growth, decay and changes over time.</p> <p>Shows care and concern for living things and the environment.</p>	<p>Looks closely at similarities, differences, patterns and change.</p> <p>I know how to look after the world around me.</p> <p>I am learning how things grow.</p> <p>I can notice changes over time.</p> <p>I am learning to answer how and why questions.</p> <p>I can describe some simple features of plants and animals.</p> <p>Children know the impact for good health, physical hygiene and a healthy diet and talk about ways to keep healthy and safe.</p>	<p>wood, plastic, metal, fabric, glass, hard, soft, rough, smooth, shiny, dull, natural, manmade, light, dark, night, daytime, hibernation, environment, hot, cold, planet, space, sun, moon, body parts, senses, growth, change</p> <p><b>COEL links</b></p> <p>Using senses to explore the world around them</p> <p>Taking risks and learning by trial and error</p> <p>Showing a curiosity about objects, events and people</p> <p>Maintaining focus on their activity for a period of time Thinking of ideas</p> <p>Finding ways to solve problems</p> <p>Making links and noticing patterns in their experience</p>

						<p>Making predictions</p> <p>Testing their ideas</p> <p>Developing ideas of grouping, sequences cause and effect</p>
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History						
0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months/ELG	Key Vocabulary
		<p>Is curious about people and shows an interest in stories about themselves and their families.</p> <p>Enjoys looking at pictures of themselves, their families and other people.</p>	<p>Has a sense of own immediate family and relations.</p> <p>Role play familiar situations, events and everyday actions.</p>	<p>Remembers and talks about significant events in their own existence.</p> <p>Recognises and describes special events in their lives.</p>	<p>Enjoys joining in with family routines and customs.</p> <p>Can talk about past and present events.</p> <p>Can sort "old and new"</p> <p>Represent things from the past in pictures and writing.</p>	<p>old, new, before, now, a long time ago, special time, family, after, changes</p>
						<p><b>COEL links</b></p> <p>Showing a curiosity about objects, events and people</p> <p>Finding ways to solve problems</p> <p>Making links and noticing patterns in their experience</p> <p>Making predictions</p> <p>Developing ideas of grouping, sequences cause and effect</p>

Geography						
0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months/ELG	Key Vocabulary
<p>Notices objects of interest.</p> <p>Beginning to notice things happening in immediate environment .</p>	<p>Closely observes what animals, people and vehicles do.</p> <p>I can use objects in different ways.</p>	<p>Matches objects together e.g. Train and train track.</p>	<p>Enjoys playing with small world e.g. farmyards or train tracks.</p> <p>Notices features of objects in their environment.</p>	<p>Comments and asks questions about their familiar world such as where they live.</p> <p>Shows care and concern for their environment.</p> <p>Talk confidently about the world around me.</p>	<p>Ask questions about aspects of their familiar world. Explain why some things occur and talk about changes.</p> <p>Make simple drawings about the world around them.</p> <p>Use a camera to make simple observations about their world.</p>	<p>town, village, road, path, house, flat, map, plan, busy, quiet, pollution, earth, England, Smethwick, Oldbury</p>
						<b>COEL links</b>
						<p>Showing a curiosity about objects, events and people</p> <p>Finding ways to solve problems</p> <p>Making links and noticing patterns in their experience</p> <p>Making predictions</p>

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RE						
0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months/ELG	Key Vocabulary
		<p>Is curious about the lives of others.</p> <p>Is curious about people and shows an interest in stories about themselves and their family.</p> <p>Enjoys looking at pictures of themselves, their families and other people.</p>	<p>Has a sense of own immediate family and relations.</p> <p>In pretend play imitates everyday actions and events from own family and cultural backgrounds.</p> <p>Learns about similarities and differences between themselves and other people.</p>	<p>Shows an interest in the lives of people who are familiar to them.</p> <p>Remembers and talks about significant events.</p> <p>Shows an interest in different occupations, cultures and ways of life.</p> <p>Recognises and talks about special events and festivals.</p>	<p>Joins in with family customs and routines.</p> <p>I understand how people celebrate traditions differently.</p> <p>I am learning to identify and talk about how families do some things the same as other families and some things differently.</p> <p>I am learning that other people have different likes and dislikes.</p>	<p>Families, culture, celebrations, Diwali, Christmas, Eid, Halloween, bonfire night, Remembrance Day, Sikh, Hindu, Muslim, Christian, fireworks, family, same, different, share.</p> <p><b>COEL links</b></p> <p>Showing a curiosity about objects, events and people</p> <p>Finding ways to solve problems</p>



Art and Design						
0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months/ELG	Key Vocabulary
	Enjoys the sensory experience of making marks in damp sand, paste or paint. Holds pen or paint brush using whole hand grasp and makes random marks with different strokes.	Pretends that one object represents another.  Notices and is interested in the effects of making movements which leave marks.	Beginning to use representation to communicate e.g. drawing a line and saying, 'that's me'.  Beginning to make believe.  Experiments with blocks, colours and marks.	Uses available resources to create props to support role play.  Captures experiences and responses with a range of media such as music, dance and paint.  Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.  Explores colour and how colour can be changed.	Explores what happens when they mix colours.  Understands that different media can be combined to create new effects.  Manipulates materials to create a planned effect.  Chooses particular colours for a purpose.  Represent own ideas, thoughts and feelings through D.T, art, music, dance, role play and stories.	<p>colour names, mix, paint, texture, push, pull, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft, hard, collage, draw, chalking, lighter, darker</p> <p><b>COEL links</b></p> <p>Playing with what they know</p> <p>Maintaining focus on their activity for a period of time</p> <p>Thinking of ideas</p> <p>Finding ways to solve problems</p>

						Making predictions
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Design and Technology						
0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months/ELG	Key Vocabulary
Explore media and materials in their familiar world.  Makes movements with arms and legs which gradually become more controlled.	Enjoys the sensory experience of making marks in damp sand, paste or paint.  Holds pen or paint brush using whole hand grasp and makes random marks with different strokes. Picks up small objects between thumb and finger.	Makes connections between their movements and the marks they make.  Beginning to balance blocks to make a small tower.	Shows control in holding and using jugs to pour, hammers, books and mark-making tools.  Experiments with blocks, colours and marks.	Uses a variety of construction materials. Beginning to construct by stacking blocks vertically and horizontally, making enclosures and creating spaces.  Joins construction pieces together to build and balance. Realises tools can be used for a purpose.  Uses one-handed tools and equipment e.g. makes snips in paper with scissors.	Shows increasing control over an object in pushing, patting, throwing, catching or kicking. Experiments to create different textures.  Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately.  Selects appropriate resources and adapts work where needed. Selects tools and techniques needed to shape, assemble and join materials they are using.  Safely use and explore a variety of materials, tools and techniques, experimenting	design, plan, model, make, build, construct  <b>COEL links</b>  Playing with what they know  Thinking of ideas  Finding ways to solve problems  Making links and noticing patterns in their experience  Making predictions

					with colour, design, texture, form and function.	
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Music						
0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months/ELG	Key Vocabulary
Explore with objects around them.	Explores and experiments with a range of media. Move their whole bodies to sounds they enjoy such as music and a regular beat.	Begins to move to music, listen to or join in rhymes and songs.  Beginning to copy actions to songs.	Joins in singing favourite songs. Shows an interest in the way musical instruments sound.  Creates sounds by banging, shaking, tapping and blowing.	Sings a few familiar songs. Beginning to move rhythmically.  Taps out simple repeated rhymes.  Imitates movements in response to music.  Explores and learns how sounds can be changed.	Begins to build a repertoire of songs and dances.  Explores the different sounds of instruments.  Sing songs, make music and dance and experiment with ways of changing them.	<p>Banging, shaking, tapping, blowing, clapping, songs, instrument (tuned and untuned), sound, low, high, loud, quiet, repeat, copy, beat</p> <p><b>COEL links</b></p> <p>Having your own ideas</p> <p>Finding out and exploring</p> <p>Being confident and willing to have a go</p>

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P.E.						
0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months/ELG	Key Vocabulary
Turns head in response to sounds and sights.  Rolls over from front to back and back to front.	Sits unsupported . Pulls to standing.  Crawls, bottom shuffles or rolls to move around.	Walks upstairs holding the hand of an adult.  Balance blocks to make a small tower.	Runs safely on whole foot. Squats with steadiness to rest or play with objects on the ground.  Can kick a large ball.  Shows control in holding and using jugs to pour.  Can climb confidently on and off equipment.	Moves freely with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, jumping, skipping, sliding and hopping.  Mounts steps, stairs and climbing equipment using alternative feet.  Runs skilfully negotiating spaces confidently and adjusting speed and direction to avoid obstacles.  Can catch a large ball. Can stand on one foot.	Experiments with different ways of moving. Jumps off objects and lands appropriately.  Negotiates spaces successful when playing, racing and chasing games with other children.  Adjusts speed and direction. Travels with confidence and skill around, under, over and through balancing and climbing equipment.  Shows control when kicking, throwing and catching.	jump, roll, climb, kick, move, twist, tiptoe, turn, curl, reach, freeze, team, instructions, stretch  <b>COEL links</b>  Taking risks and learning by trial and error  Seeking challenge

			Can balance when running.		Show good control and co-ordination in large and small movements.  Children know the importance of good health and physical exercise.	
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PSHE						
0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months/ELG	Key Vocabulary
Enjoys the company of others and seeks contact with others from birth. Shows a range of emotions such as pleasure, fear and excitement.  Reacts emotionally to other people's	Builds relationships with special people.  Beginning to understand 'yes' and 'no' boundaries.  Uses a familiar adult to share feelings such as	Begins to learn that some things are theirs, some things are shared, and some things belong to others.  Is aware of other feelings e.g. looks concerned when hears crying.	Expresses own feelings and preferences. Able to show how they feel.  Seeks out others to share experiences.  Able to form special friendships with other children.	Understand that own actions affect other people, for example, become upset or tries to comfort another child when they realise, they have upset them.  Shows some understanding that good practices regarding exercise, eating, sleeping and hygiene can contribute to good health.  Show understanding of the need for safety when tackling new challenges and considers and manages some risks.	Aware of the boundaries set, and of behavioural expectations in the setting.  Beginning to be able to negotiate and solve problems without aggression.  Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family, communities and traditions.  They know that other children don't always enjoy the same	Happiness, sadness, feeling cross, lonely, scared, worried, kindness, family, community, environment, same, different, health, safety, risk, celebration, festival, teamwork, sharing, success  <b>COEL links</b>

emotions e.g. smiles when smiled at.	excitement or pleasure and for emotional refuelling when feeling tired or stressed.	Responds to boundaries with support.  Demonstrates sense of self as an individual e.g. says no to adult help.		To understand the need to be healthy on the inside and the outside.	things and are sensitive to this.  Have an awareness of how we can contribute to looking after our environment.	Being willing to have a go  Keep on trying  Enjoying and achieving what they set out to do
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COMPUTING						
0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months/ELG	Key Vocabulary
Engages in age appropriate toys.	Beginning to explore and make sense of familiar objects.	Shows an interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.  Anticipates repeated	Seeks to acquire basic skills in turning on and operating some ICT equipment.  Operates mechanical toys e.g. Turns the knob on wind-up toys or	Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.  Knows that information can be retrieved from computers.  Shows skills in making toys work by pressing	Completes a simple programme on a computer. Uses ICT hardware to interact with age-appropriate computer software.  Children recognise that a range of technology is used in places such as homes and schools.  They select technology for particular purposes.	Toy, programme, computer, iPad, Laptop, camera, microphone, torch, press, on, off.  Finding out and exploring  Being confident and willing to have a go  Developing ideas of grouping, sequences cause and effect

		sounds, sights and actions e.g. when an adult demonstrates an action toy several times.	pull back on a friction car.	parts or lifting flaps to anticipate movements.  Knows how to operate simple equipment e.g. CD player and remote control.	Knows that information can be retrieved from books and computers.	
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