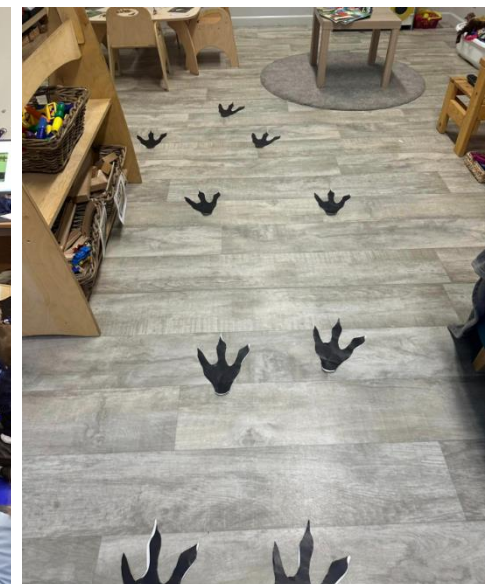


Communication & Language

All children...

- Listen to stories read by adults every day.
- Join in with key nursery rhymes every day. to promote vocabulary & early storytelling.
- Have access to exciting and engaging resources/activities which captivate their attention.
- Access small/larger group gathering times to promote good listening and attention skills.
- Will hear and understand key vocabulary which is explicitly modelled and taught matched to their stage of development.
- Understand and answer questions matched to their stage of development.
- Learn new words – key vocabulary is explicitly taught each week.
- Have opportunities to engage in conversations with others.
- Engage in a range of activities which promote talk and language development.
- Are assessed using WellComm and receive intervention if required.
- Have their snack in a social setting, sat around a table with their peers.
- Have adults who are trained in Makaton, if they require this.
- Children in Pre-School engage in daily circle time sessions focused around their theme/key book. They also access short adult-led activities in small groups.
- Children in Reception build up to listening and attending to several whole class



EYFS Progression of Skills



Communication & Language			
	Nursery	Pre-School	Reception
Listening & Attention	<ul style="list-style-type: none"> -Listens to & enjoys rhythmic patterns in nursery rhymes. -Tries to join in with the actions or vocalisations in familiar nursery rhymes. -Listens with interest as adults read stories. -Begins to take notice to the noises adults make as they tell a story. -Recognises and responds to some familiar sounds. -Pays attention to their own choice of activity but may still move from activity to activity quickly. -Can shift their attention when an adult says their name. 	<ul style="list-style-type: none"> -Listens and enjoys joining in with the actions and vocalisations in familiar nursery rhymes. -Knows all of the words and actions to selected key nursery rhymes. -Listens to short stories & takes notices of the noises adults make. -Joins in with repeated refrains in stories. -Anticipates key events in stories. -Can recall the key events in some longer stories. -Focuses on an activity of their choice for a period of time, begins to stay at an activity until a goal has been completed. -Listens and responds to a simple instruction, then begins to follow instructions which have more than one element. -Listens to others in small groups when the conversation interests them. 	<ul style="list-style-type: none"> -Knows the words/actions to, and can confidently sing a range of nursery rhymes. -Enjoys singing a nursery rhyme or simple song from memory. -Listens carefully to rhymes and stories. -Can recall what has happened after listening to a story & responds appropriately when asked questions about what they have heard. -Can retell a familiar story. -Pays attention to an activity of their choice and does not move to another activity until they have completed a goal. -Listens to and accurately follows instructions which involve two or more elements. -Listens carefully within a whole class situation. -Listen carefully in a group in a range of situations.
Understanding	<ul style="list-style-type: none"> -Selects familiar objects by name. -Understands simple sentences. 	<ul style="list-style-type: none"> -Shows an understanding of a range of words, including new words which have been taught. 	<ul style="list-style-type: none"> -Understands a wide range of words & can talk about what words mean in different contexts.

EYFS Progression of Skills



	<ul style="list-style-type: none"> -Shows an understanding of some action words. -Understands who, what & where in simple questions. -Has a developing understanding of simple concepts (e.g big/small, good/bad.) 	<ul style="list-style-type: none"> -Understands some more complex sentences within conversations. -Understands what objects within the classroom are used for. -Answers who, what & where questions accurately. -Has a developing understanding of how and why questions & begins to give simple explanations. -Shows an understanding of prepositions. 	<ul style="list-style-type: none"> -Demonstrates a good understanding by following instructions & requests which involve two or more elements. -Builds understanding of stories which they hear. -Answers how and why questions with detailed responses & can explain their thinking and reasoning. -Answers questions about themselves, their thoughts & experiences.
<p style="text-align: center;">Speaking</p>	<ul style="list-style-type: none"> -Can use different types of everyday words (nouns, verbs & adjectives.) -Holds a simple conversation, jumping from topic to topic. -Talks in short sentences. -Uses talk to share feelings, experiences & thoughts. -Asks some what, where & who questions. 	<ul style="list-style-type: none"> -Absorbs and uses a wide range of vocabulary. -Starts a conversation & continues it for many turns. -Talks in more detail, using more complex sentences. -Uses talk to explain what is happening & anticipate what might happen next. -Can use a range of speech sounds & say some multisyllabic words. -May still use some irregular tenses & plurals. 	<ul style="list-style-type: none"> -Learns new vocabulary rapidly & uses it within different contexts throughout the day. -Engages in purposeful conversations with others. -Uses talk to explain what they are doing & why they've chosen to do that. -Uses talk to work out problems, organise thinking & plan activities. -Uses detail when expressing ideas or describing feelings. -Can speak clearly & articulate their thoughts, ideas and feelings into well formed sentences. -Uses tenses, plurals & negatives with increasing accuracy.

Personal, Social & Emotional Development

All Children...

- Watch adults be good, positive role models. Adults will show them, at an appropriate level, how to manage their feelings and behaviour in a range of contexts.
- Are around adults who know them well & who spend time forming positive relationships with them.
- Hear adults praise them positively when they display positive behaviours.
- Become familiar with the structure of their day because the routines will be the same. Children will know what to expect and be able to predict what is coming next.
- Learn about feelings. They learn to recognise and label different feelings & adults will model how to manage feelings which may be more difficult.
- Know the rules and expectations in their classroom, at an age appropriate level.
- Are around adults who have fair and consistent boundaries and consequences. Children will know what these are and will know what to expect if they display negative behaviours.
- Will be encouraged & supported to show independence at an age appropriate level.
- Have the freedom to make choices.
- Have access to visuals & sand timers (when required) to support them with transitions.
- Children have access to 'The Forest' where they have opportunities to develop their; team work skills, resilience, self-confidence & belief and problem solving skills.



EYFS Progression of Skills



Personal, Social & Emotional Development			
	Nursery	Pre-School	Reception
Self Regulation	<ul style="list-style-type: none"> -Establishes a key person and child relationship. -Focuses their attention for a short period of time. -Begins to form relationships. -Can express positive and negative feelings. 	<ul style="list-style-type: none"> -Expresses a range of feelings through actions, behaviours & words. -Begins to show empathy. -Recognises their actions can harm others & there are things they should not do. -Talks about their feelings & begins to elaborate on why they feel this way. -Begins to follow rules, showing an understanding of why boundaries are important. 	<ul style="list-style-type: none"> -Expresses & talks about their feelings, explaining why they feel a certain way. -Is aware of & responds appropriately to others feelings. -Understands their sense of responsibility & membership to to their class. -Follows class rules without reminders from adults. -Is able to adapt their behaviour to different situations, showing an understanding that expectations may vary. -Is able to tolerate situations when their needs may not be met. -Begins to find solutions to conflicts & rivalries, showing an awareness of how to negotiate and compromise.
Managing Self	<ul style="list-style-type: none"> - Knows their own name. - Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes. - Experiments with what their bodies can do through setting themselves physical challenges. - Begins to use me, you and I in their talk and to show awareness of their social identity of gender, ethnicity and ability. 	<ul style="list-style-type: none"> -Begins to develop a sense of autonomy through asserting their ideas & making choices. -Selects and uses resources, asking for help when needed -Is independent in washing & drying own hands. -Is independent in using the toilet. -Is aware of the need to make healthy choices about food, drink, activity & toothbrushing. 	<ul style="list-style-type: none"> -Thinks about what they would like to achieve before starting a task. -Shows increasing confidence & self-esteem through taking risks. -Takes pride in their achievements -Is willing to have a go at a task independently before asking for help. -Can problem solve & decide how they will resolve a problem when faced with a difficulty.

EYFS Progression of Skills



			<ul style="list-style-type: none"> -Understands mistakes are important & shows a willingness to try again after failure. -Shows resilience & perseverance in face of a challenge. -Can use the toilet & wash their hands independently. -Can talk about how they support their own overall health & wellbeing.
Building Relationships	<ul style="list-style-type: none"> -Plays confidently while their key person is in the room & knows they can return to them if they are feeling unsure. -Begins to show some early signs of empathy if another child is upset. -Enjoys playing along & alongside others. 	<ul style="list-style-type: none"> -Enjoys the company of other children & wants to engage with them. -Plays alongside other children, imitates & copies what others do. -Plays with one or more children, beginning to extend & elaborate play ideas. -Begins to understand how others may be feeling. -Begins to notice & ask about differences between themselves & others. -Sometimes manages to share & take turns with adult guidance to develop an understanding of yours & mine. 	<ul style="list-style-type: none"> -Develops friendships with other children. -Can work together effectively & collaboratively with other children. -Is able to extend and elaborate on other children's ideas. -Knows how to take turns & be considerate to others. -Knows that their actions & choices impact on others. -Shows increasing consideration for other peoples needs. -Manages to take turns and share with minimal support. -Practises skills of negotiation & compromise. -Can understand different points of view. -Can be flexible & responsive in response to other children's needs and behaviours.

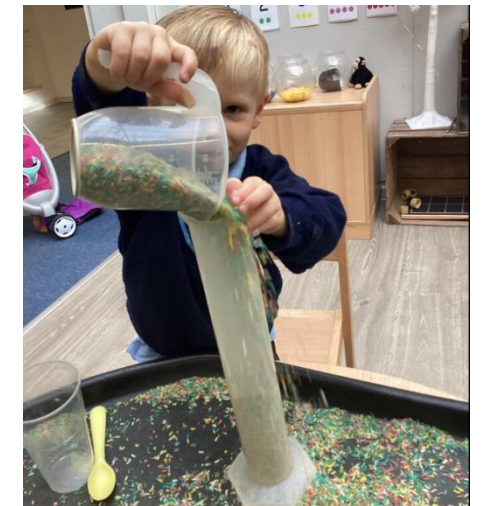
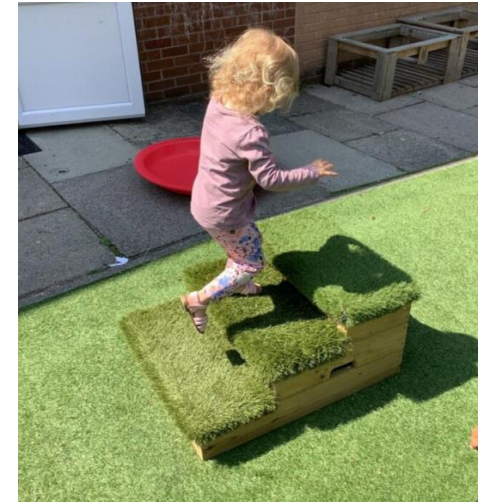
EYFS Progression of Skills



Physical Development

All children...

- Have access to developmentally appropriate resources which will aid their progress to achieving good fine motor skills (large mops, brushes, rollers, tyres, streamers etc.)
- Spend extended periods of time in the outdoor environments with opportunities to move their bodies in order to support their strength, balance, spatial awareness, co-ordination & agility
- Follow the Squiggle Early Writing Programme to prepare for writing in a fun, developmental and physically appropriate way
- Take part in adult-led activities which are specifically planned to improve their arm strength and finger muscle dexterity
- Will be able to access a range of mark making tools so that they can practice holding a pencil effectively
- Classrooms are enhanced with a range of fine motor control resources/activities to help with hand eye co-ordination
- Have access to climbing equipment on the school playground.
- Children in Pre-School and Reception access weekly PE sessions in the school hall
- Children in Reception attend weekly Woodland School sessions delivered by the school Forest School leader.



EYFS Progression of Skills



		Physical Development		
		Nursery	Pre-School	Reception
Gross Motor Skills	Movement	<ul style="list-style-type: none"> -Can stop and start safely when walking around Nursery. Walks with developing co-ordination and can carry a toy at the same time. -Enjoys running but is unable to navigate around obstacles very well. -Can crawl through a tunnel. -Enjoys rolling for fun. -Enjoys moving on different surfaces. - Can turn pages in a book. - Uses large-muscle movements to wave flags and streamers, paint and make marks. 	<ul style="list-style-type: none"> -Runs on whole foot and avoids obstacles most of the time. -Walks forwards & backwards. -Can walk on tip-toe. -Marches, swinging arms & bending knees. 	<ul style="list-style-type: none"> -Moves in different ways (walking, running, galloping, skipping & hopping). Is negotiating space, avoiding obstacles and changing directions accurately. -Controls speed & direction according to space available. -Runs in & out of cones confidently. -Walks forwards, backwards, left & right. -Can walk & run on tip-toe. -Can do a controlled roll; points toes & keeps arms & legs straight. -Can move sideways & backwards -Can travel under, over and around equipment.
	Balancing	<ul style="list-style-type: none"> -Bends knees to squat with steadiness & can rise back up without using hands. -Walks over different surfaces. -Walks over a plank on the floor, may hold the hand of an adult. 	<ul style="list-style-type: none"> -Can stand on one foot momentarily -Can spin around without falling over. -Walks along a narrow line on the floor. -Can sit on a chair to complete an activity. 	<ul style="list-style-type: none"> -Can stand on one foot for a short period of time -Can spin around in both directions without falling over. -Can stand still and hold a balance for a few seconds. -Is able to walk over a plank/balance beam.

EYFS Progression of Skills



				<ul style="list-style-type: none"> - Can use core muscle strength to achieve good posture. -Can sit with legs crossed.
	Jumping	<ul style="list-style-type: none"> -Jumps up into the air with both feet leaving the floor from a standstill position. -Jumps forwards a short distance. -Bends knees to squat with steadiness & can rise back up without using hands. -Begins to gain confidence when jumping off a low surface e.g. a step. 	<ul style="list-style-type: none"> -Can jump on the spot with two feet together. -Can jump with their legs apart. -Jumps forwards, backwards & sideways. -Attempts some movements which involve jumping – hopping, skipping, galloping etc. -Begins to gain confidence when jumping from a higher surface. 	<ul style="list-style-type: none"> -Explores different ways of jumping; star jumps, tuck jumps etc. -Can jump a distance forwards – taking off with feet together & landing on both feet at the same time. -Can jump over an object and land with both feet together on the ground. -Joins in with skipping rope games and attempts to jump over a moving rope. -Can skip and hop.
	Climbing	<ul style="list-style-type: none"> -Can climb onto a chair, turn, sit down and get down again safely. -Can climb around easy low level apparatus. 	<ul style="list-style-type: none"> -Begins to climb on more complex apparatus – e.g. main playground climbing frame & rope – sometimes may seek support from an adult. -Becomes more confident to climb on higher apparatus & has an awareness for safety. -Can climb down from climbing apparatus with minimal adult support. 	<ul style="list-style-type: none"> -Confidently climbs up more complex apparatus. -Confidently climbs on higher apparatus and can safely climb down. -Shows skill in moving around the outdoor climbing equipment; masters a range of climbing activities demonstrating the core strength & co-ordination required.
	Ball skills	<ul style="list-style-type: none"> - Enjoys playing with a range of balls. 	<ul style="list-style-type: none"> -Experiments with & shows some control when moving balls in different ways. 	<ul style="list-style-type: none"> -Bounces & catches a large ball consistently. -Catches a beanbag.

EYFS Progression of Skills



		<ul style="list-style-type: none"> -Attempts to throw a ball in a random direction. -Explores rolling balls along the floor. -Uses both hands to hold a large ball on the midline of the body. -Enjoys practising to kick a range of resources e.g. balloons, balls etc. -Hits one thing with another in order to move something. 	<ul style="list-style-type: none"> -Catches a large ball by hugging it into the body. -Begins to bounce and catch a large ball with some consistency. -Walks forward in order to kick a large ball. -Kicks a ball towards a target. -Begins to strike an object with a large, wide bat. 	<ul style="list-style-type: none"> -Catches a medium sized ball from a short distance. -Shows an awareness of good catching technique; body is stable, slight lean forward, eyes focused and watching the ball, feet placed apart, knees softly bent. -Begins to throw a ball at a target with greater accuracy. -Catches different types of balls & objects. -Can kick a ball at a target. -Begins to kick a ball around an obstacle course. -Begins to kick a ball to a partner in different directions. -Plays simple games involving throwing, catching and kicking. -Becomes more skilful when moving a ball with a bat.
Wheeled Toys		<ul style="list-style-type: none"> - Shows some control in using & steering wheeled toys such as wheelbarrows or toy prams. -Can manoeuvre a ride on toy with no wheels by using feet on the floor. -Begins to use pedals on a tricycle. 	<ul style="list-style-type: none"> -Can pedal a tricycle around obstacles, turning, stopping & starting. -Can push a scooter. -Can use a balance bike. 	<ul style="list-style-type: none"> -Pedals & rides a two wheeled bike with increasing control.

EYFS Progression of Skills



<p>Fine Motor Skills</p>		<ul style="list-style-type: none"> -Enjoys taking part in sensory play; explores the feel of different materials using their hands. -Enjoys using sponges to squeeze water out of. -Plays with different sized stacking toys. -Enjoys playing with toys that can be pulled apart. 	<ul style="list-style-type: none"> -Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools. -Can open and close lids on jars. -Can complete a threading activity. -Attempts to cut and spread with a knife. 	<ul style="list-style-type: none"> -Can shape and mould malleable materials using tools. -Uses small part resources (nuts, bolts, rice, sequins etc.) -Can use tweezers and pegs to complete an activity. -Can use a squeeze bottle to spray water.
	<p>Pencil grip/Pre-Writing & Writing Development</p>	<ul style="list-style-type: none"> -Enjoys large scale mark making on large sheets of paper & on vertical surfaces. - Holds mark-making tools with thumb and all fingers. 	<ul style="list-style-type: none"> -Can draw some lines and circles -Beginning to use a comfortable pencil grip with good control. -Developing and working towards a comfortable pencil grip. -Can use one-handed tools with hand-over-hand help. -Begins to show a preference for a dominant hand. -Can use large paintbrushes to make purposeful marks. -Can draw circles using both clockwise and anticlockwise movements. - Can copy some simple shapes and patterns. 	<ul style="list-style-type: none"> -Beginning to use a comfortable pencil grip with good control. -Can draw closed shapes with continuous lines and use these to represent objects. -Beginning to draw with increasing complexity and -Adds details to pictures. -Can write most letters correctly. -Begins to be able to ensure that letters sit in the correct place when writing on a line. -Holds a pencil using a dynamic tripod grip.

EYFS Progression of Skills



			-Beginning to form some letters.	
	Scissor Skills		<p>-Practises holding scissors so their thumb is in the hole on top of the scissors.</p> <p>-Experiences the movement of scissors by using them hand over hand with an adult.</p> <p>-Explores mini easy-opening scissors</p> <ul style="list-style-type: none"> • Cuts short, random strips • Tries snipping Playdoh or straws 	<p>-Can cut and follow a straight-line using scissors.</p> <p>-Can cut card & paper.</p> <p>-Can cut out a square shape, learning to stop and turn the paper when they reach a corner.</p> <p>-Can cut around a large circle, learning to turn the paper whilst cutting.</p>
Health & Self-Help		<p>- Can hold a cup with two hands.</p> <p>- With adult support, can wash hands after going to the toilet.</p> <p>- Clearly communicates wet or soiled nappy or pants, showing increasing awareness of bladder and bowel urges. Is aware what a toilet is used for and attempts to use it, but may still need some support.</p>	<p>-Can drink from an open cup without spilling.</p> <p>-Can use cutlery to feed themselves after an adult has helped them to cut it up.</p> <p>-Uses the toilet & washes their hands independently, most of the time.</p> <p>- Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots.</p>	<p>-Drinks from an open cup without spilling</p> <p>-Uses cutlery with increasing control e.g. stabs food with a fork, scoops food with a spoon, attempts to cut food with a knife.</p> <p>-Is toilet trained & can get on or off the toilet unaided.</p> <p>-Dresses and undresses for PE with limited help from an adult.</p>

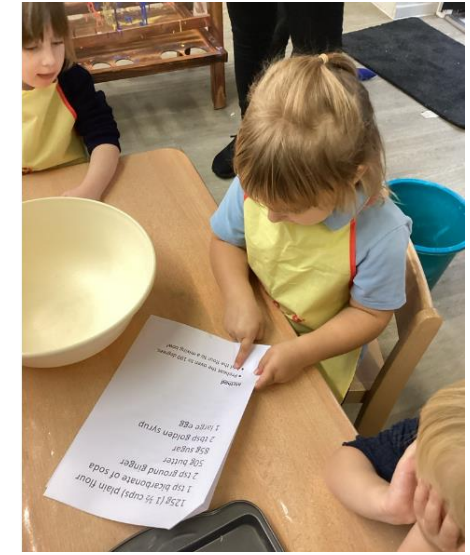
EYFS Progression of Skills



Literacy

All Children...

- Hear and learn key nursery rhymes.
- Are immersed in sounds, words, rhythm, rhyme & song.
- Listen to a story read by an adult every day.
- Are promoted to read for pleasure.
- Hear familiar stories over and over again.
- Have free access to a range of high quality, age appropriate books within their classrooms.
- Watch adults model a love of reading.
- Engage in activities which promote awe & wonder based on a familiar book.
- Have opportunities to answer questions based on a story they have heard.
- Have lots of opportunities to mark make using different resources.
- Watch adults model writing for a range of purposes.
- Are encouraged to practise different mark making movements to improve dexterity which will promote pencil grip and letter formation.
- Follow the Squiggle Early Writing Programme to prepare for writing in a fun, developmental and physically appropriate way.
- Children in Pre-School & Reception self-register every morning.
- Children in Pre-School take part in phonics sessions. These first focus on the Phase 1 elements and then move onto focusing on single letter sounds & early oral blending/segmenting skills before children start Reception.
- Children in Reception start daily Read, Write, Inc. sessions from Week 1. They learn single letter sounds, digraphs & trigraphs & apply their phonic knowledge to read & write sentences.



EYFS Progression of Skills



Literacy			
	Nursery	Pre-School	Reception
Comprehension	<ul style="list-style-type: none"> -Is interested in joining in with nursery rhymes -Begins to join in with actions & sounds when sharing a familiar book or rhyme with a grown up. -Listens to nursery rhymes over and over again until they know some off by heart. 	<ul style="list-style-type: none"> -Knows a collection of nursery rhymes off by heart. -Listens to short stories & takes notices of the noises adults make -Joins in with repeated refrains in stories -Anticipates key events in stories -Can recall the key events in some longer stories. 	<ul style="list-style-type: none"> -Listens carefully to rhymes and stories -Can recall what has happened after listening to a story & responds appropriately when asked questions about what they have heard -Can retell a familiar story
Word Reading	<ul style="list-style-type: none"> -Enjoys looking at books with a grown up -Handles books independently and is interested in what is inside -Has some favourite books -Explores a range of books with a grown up (noisy, lift the flap, touch & feel, look & find books.) -Enjoys exploring, making and copying sounds. 	<ul style="list-style-type: none"> -Enjoys looking at books independently -Enjoys listening to an adult read to them & becomes familiar with the structure of some stories -Identifies words in a book & knows that text carries meaning -Beings to show an awareness that text is read from left to right & top to bottom -Can recognise some familiar words, e.g. their name -Can make, match & copy everyday sounds, sounds with their voices & bodies. -Can spot & suggest words that rhyme in songs & stories. 	<ul style="list-style-type: none"> -Knows that text carries meaning & is read from left-right & top-bottom -Can orally blend the sounds in words -Can read all single letter sounds & some digraphs and trigraphs which have been taught -Can read words which match their phonic knowledge -Can read short phrases -Can read some common exception words -Can read a sentence with words containing CVC words -Can read a sentence with words containing both CVC and some longer words.

EYFS Progression of Skills

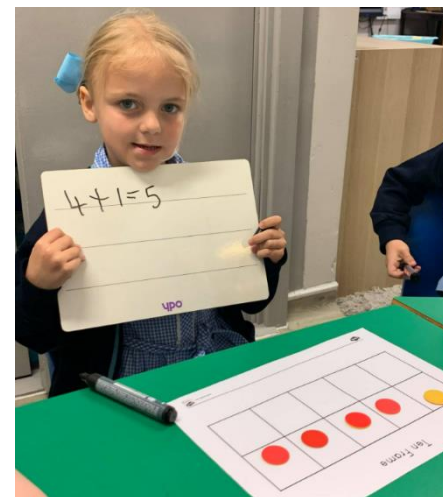


		<ul style="list-style-type: none"> -Can break words into syllables by playing with rhythm. -Breaks spoken words into chunks by hearing, copying & making rhythms. -Knows that a letter represents a sound. -Reads a few single letters by saying the correct sound for them. -Listens & hears the similarities & differences in spoken words at the start of words. -Begins to hear & say separate sounds in words, ready for making and reading words. 	
<p style="text-align: center;">Writing</p>	<ul style="list-style-type: none"> -Enjoys the sensory experiences of making marks with a range of materials -Sees the connection between the actions they do & the resulting marks they make -Begins to understand the cause & effect of their actions in mark making. 	<ul style="list-style-type: none"> -Makes marks freely, drawing pre-letter shapes including lines, dots & circles -Knows that marks have meaning & will attempt to 'write' for a purpose -Imitates adults writing behaviours -Attempts to write some very familiar letters e.g. letters from their name -Forms some familiar letters correctly, starting in the right place & moving in the right direction. 	<ul style="list-style-type: none"> -Can write their name -Can orally segment the sounds in words -Can write some simple spellings correctly -Can form letters correctly, including ascenders & descenders -Can write simple phrases -Can write short sentences -Shows an awareness of some simple punctuation, including full stops & capital letters.

Mathematics

All Children...

- Hear adults model mathematical vocabulary in context & sing number rhymes throughout the day.
- Hear adults model how to count accurately for a range of purposes throughout the day.
- Have access to mathematical opportunities throughout the continuous provision – this includes not only in a maths area but also in the sand, water & construction areas.
- Are able to practice & master the skills they have been taught because resources in maths areas are carefully selected.
- Are encouraged to explore, experiment and discover mathematical concepts as they play freely.
- Are supported by adults who have a strong understanding of early mathematical skills & who model positive attitudes towards mathematics.
- Are exposed to real-world mathematical problems which arise naturally as they play.
- Have embedded routines so that they develop an understanding of pattern & time.
- In Pre-School, children access Number Time sessions over the week. Sessions consist of group work & 1:1 time spent with a teacher practicing a given skill.
- In Reception, children access a daily whole class maths input (linked to White Rose Maths Scheme), 4 group adult-led activities per week & an additional NCETM mastering number session daily.
- In Pre-School and Reception, maths sessions ensure that children have frequent and varied opportunities to build and apply their mathematical understanding in a range of contexts & using a range of manipulatives.



EYFS Progression of Skills



Maths			
	Nursery	Pre-School	Reception
Comparison	<ul style="list-style-type: none"> - Responds to words like lots or more. -Enjoys sorting objects into groups. -Begins to be able to distinguish when they have lots of something. -Enjoys number rhymes and songs which compare quantities. 	<ul style="list-style-type: none"> -Makes simple comparisons between objects (e.g. relating to size) -Compares quantities using language: 'more than', 'fewer than'. 	<ul style="list-style-type: none"> -Makes comparisons between 1-5 showing an awareness 1 more & 1 less patterns -Compares numbers to 5, knowing one quantity can be more than, the same as, or fewer than -Begins by comparing 2 quantities & progresses to ordering 3 or more -Notices the 1 more & 1 less patterns. -Compares groups of up to 10 by lining them up & counting with 1:1 correspondence -Notices the odd & even structure of number shapes.
Counting & Cardinality	<ul style="list-style-type: none"> -Begins to say numbers in order - some of which are in the right order but without real meaning - Beginning to notice numerals in the environment (number symbols) - Beginning to be aware that they are able to count using their fingers. -Begins to develop an awareness of number names through number rhymes & songs. -Begins to be interested in watching adults model how to line up & count a small group of objects -Responds to instructions such as, "give me some___". -Understands when something is all gone. 	<ul style="list-style-type: none"> -Develops fast recognition of up to 3 objects without having to count them individually -Says one number for each item in order: 1, 2, 3, 4, 5 -Shows 'finger numbers' up to 5 -Recites numbers past 5 -Links numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5. -Knows that the last number reached when counting a small set of objects tells you how many there are in total -Experiments with their own symbols and marks as well as numerals. -Solve real-world mathematical problems with numbers up to 5 	<ul style="list-style-type: none"> -recites numbers in order to 20 and beyond. -Counts on or back beyond 10 from different starting points. -Says the number that comes before or after a given number. - Has an understand of zero. -Identifies representations of & represents numbers 1-10 in different ways. -Subitises/counts collections of 1-5 -Matches numeral & quantities to 1-5. -Counts up to 5 objects using 1:1 correspondence & can say how many objects are in the set. -Counts out up to 10 objects from a larger group. -Arranges sets of up to 10 objects into small groups meaning they can subitise. -Notices that a 10 frame is full when there is 10.

EYFS Progression of Skills



	-Enjoys number rhymes which count up and down.		-Uses 10 frames & fingers to subitise groups of up to 10. -Finds larger numbers on 100 squares. -Uses mark marking to represent 1-5.
Composition	-Enjoys exploring freely with objects, placing them into different containers & separating them in different ways.	- Explores the composition of numbers to 5.	-Explores & notices composition of 1-5. -Understands that all numbers are made up of smaller numbers & that numbers can be composed of 2 parts of more than 2 parts. -Explore and recall number bonds to 10. -Finds & makes pairs; understands a pair is two. -Understands that larger numbers are composed of full 10s and part of the next 10. -Builds & identifies numbers to 20 using a range of resources. -Begins to combine 2 groups & find how many altogether. -Knows the quantity of a group can change by adding more and taking away. -Uses the first, then, now structure to create addition and subtraction mathematical stories. -Begins to count on when finding how many altogether rather than re-counting all the items. -Represents addition and subtraction number stories using 10 frames.

EYFS Progression of Skills



			<p>-To work out subtraction problems, counts all of the items at the start, takes away the required amount practically & then subitises/re - counts to see how many are left.</p> <p>- Knows that 'double' means twice as many and builds doubles using real objects & mathematical equipment.</p> <p>-Understands some quantities will share equally into 2 groups & some won't.</p>
Pattern	<p>-Beginning to understand that things might happen now or at another time, in routines.</p> <p>-Joins in with and begins to predict what comes next in a story or rhyme.</p> <p>-Takes part in the daily routine in Nursery, with guidance from an adult.</p> <p>-Explores and makes arrangements with different objects</p> <p>-Makes collections of objects</p>	<p>-Explores colour & colour mixing</p> <p>-Extends and create ABAB patterns</p> <p>-Notice and corrects an error in a repeating pattern.</p>	<p>-Explores more complex repeating patterns (ABB, AAB, AABB, AABBB)</p> <p>-Copies, continues & creates a widening range of repeating patterns & symmetrical constructions.</p>

EYFS Progression of Skills



<p>Spatial Awareness & Shape</p>	<ul style="list-style-type: none"> -Pushes objects through different shaped holes and attempts to fit shapes into spaces on inset boards or puzzles. -Begins to recognise that two things are the same. -Enjoys fitting and posting objects into spaces. 	<ul style="list-style-type: none"> -Complete simple inset puzzles -Understand position through words alone -Talks about & explores 2D shapes using informal & some mathematical language -Talks about & explores 3D shapes using informal & some mathematical language 	<ul style="list-style-type: none"> -Completes jigsaws & can explain why they have chosen a particular shape -Begins to use language of position and direction. -Describes a familiar route -Understands that we can use maps & plans to represent places. Uses these to see where things are in relation to other things. -Replicate simple constructions & uses positional language to describe where items are in relation to each other. -Matches arrangements of shapes -Names & describes circles, triangles, squares & rectangles. -Compose and decompose shapes so that they can recognise that shapes can have other shapes within them just as numbers can. -Understands that shapes can be combined & separated to make new shapes. -Investigates how many different ways a shape can be built using smaller shapes. -Explores & manipulates 3D shapes -Builds & constructs with 3D shapes -Explores similarities & differences between 3D shapes.
<p>Measures</p>	<ul style="list-style-type: none"> -Shows an interest in size and weight. - Explores & enjoys capacity by selecting, filling and emptying containers. -Shows an awareness of when a container is full or empty 	<ul style="list-style-type: none"> - Make comparisons between objects relating to size, length, weight and capacity. -Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<ul style="list-style-type: none"> -Can talk about night & day and order key events in the daily routines using key language. -Uses language now, before, later, soon, after & next to describe when events happened. -Compares the weight of items & then uses balance scales to check -

EYFS Progression of Skills



	<p>-Explores resources which are different heights, lengths & weights.</p> <p>-Explores with building blocks to build towers which are different sizes.</p>		<p>Uses language of heavy, heavier than, light, lighter than & lightest to compare items</p> <p>-Explores capacity & understands full, empty, half full, nearly full & nearly empty.</p> <p>-Uses language to describe length & height (length – longer/shorter & height – wider/narrower).</p> <p>-Makes indirect comparisons about length & height using blocks/cubes</p>
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Understanding the World

All Children...

- Are provided with opportunities to develop a sense of awe & wonder about the world around them.
- Have opportunities to become curious and show an interest in stories about people, animals or objects that they are familiar with or which fascinate them.
- Have access to a range of non-fiction books about people, places, animals, nature etc.
- Have the opportunity to play outside every-day, experiencing the 4 seasons and different weather conditions.
- Have opportunities to explore nature.
- Listen to adults read stories which reflect our culturally and socially diverse world.
- Have access to resources which reflect diversity & are free from discrimination and stereotyping.
- Learn about the differences between their own family dynamics & the family dynamics of others.
- Listen to adults talk positively about differences between themselves and other children.
- Celebrate and learn about different religious celebrations including Christmas and Easter.
- Discuss, learn about and complete activities about different significant historical events including Bonfire Night.
- In Pre-School and Reception, children learn about different cultural celebrations, including Diwali and Chinese New Year.
- In Pre-School and Reception, children take part in the whole school World War Week. They complete activities at an age appropriate level to mark Remembrance Day.
- Watch adults model how to use a range of technology & have the opportunity to explore different technological toys & devices freely.
- *For more information about the links between Understanding the World and Science, History and Geography in the National Curriculum, see EYFS-NC documents.*



EYFS Progression of Skills



Understanding the World			
	Nursery	Pre-School	Reception
Past & Present (Links to History)	<ul style="list-style-type: none"> -Begins to recognise simple routines. -Is aware of the concepts of now & next. -Begins to simply refer to things which have happened in the past. 	<ul style="list-style-type: none"> -Understands and is able to follow daily routines. -Understands the concept of now & next – developing a basic understanding of present & future. -Begins to learn about & hear stories about things which have happened in the past. -Begins to make simple observations about the similarities & differences with things in the past & now. -Can talk about something important that has happened to them in the past. 	<ul style="list-style-type: none"> -Understands & uses words associated with the past e.g. yesterday, last week, etc. -Knows that some things happened a long time ago & has opportunities to compare and contrast events from the past. -Shares detailed memories of things which have happened to themselves, and other people, in the past. -Comments on images of situations in the past. -Begins to put events in order. -Knows that living things change over time & can talk about a life cycle.
People, Cultures & Communities (Links to Geography & RE)	<ul style="list-style-type: none"> -Develops a sense of belonging to their family & their familiar staff in Nursery. -Can name members of their family & briefly talk about them. -Begins to imitate actions & events from their own family within their play. -Begins to have some friends. -Is interested in photographs of themselves & their family. -Enjoys stories about different people & animals – shows an interest in photographs within these. 	<ul style="list-style-type: none"> -Recognises themselves as an individual & can remember and talk about things that have happened to them previously. -Enjoys playing with role-play resources & begins to act out some simple narratives they may have observed at home. -Joins in with & talks about the cultural celebrations and events they have experienced with their family. -Begins to develop positive attitudes towards the differences between people. 	<ul style="list-style-type: none"> -Talks about similarities & differences in relation to themselves & other people -Knows some of the things which make them unique -Talks about family & community members. -Can talk in detail about their own families customs & traditions. -Recognises that some people have different beliefs & celebrate special times in different ways (Diwali & Chinese New Year) -Knows that they live in Skelmersdale, England.

EYFS Progression of Skills



	<ul style="list-style-type: none"> -Enjoys playing with small world reconstructions. -Matches part of objects that fit together e.g. Put a lid on a pot. 	<ul style="list-style-type: none"> -Begins to be aware that other people celebrate different cultural events & celebrations. -Plays with resources & listens to stories which support an awareness of different cultures & communities. -Is aware that there are different occupations. 	<ul style="list-style-type: none"> -Is aware that there are different countries in the world. -Recognises some similarities between life in England & life in other countries -Knows what a map is & what it is used for & can identify simple features on a simple map. -Follows simple maps in play-based situations.
<p>The Natural World (Links to Geography & Science)</p>	<ul style="list-style-type: none"> -Explores objects by shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning, and poking. -Is curious and interested to explore natural materials, grass, mud, puddles, plants etc. <ul style="list-style-type: none"> -Enjoys playing outdoors in all elements, noticing different weather conditions etc. -Begins to understand that they need different things in different weather conditions e.g. a coat when it is cold and a sun-hat when it is sunny. 	<ul style="list-style-type: none"> -Uses all their senses to engage in exploration of natural materials & begins to notice some similarities & differences between materials. -Can talk about some of the things they have observed such as plants, animals, natural and found objects. <ul style="list-style-type: none"> -Notices detailed features of objects in their environment. -Is aware that there are different seasons throughout the year. -Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. -Talks about the weather using a wide range of vocabulary. -Begins to understand that it is important to show care and 	<ul style="list-style-type: none"> -Makes observations of plants, talks about changes & can explain why things occur -Recognises some materials are natural & some are manmade. -Compares different materials & explores how they change -Makes observations of plants & animals. Can talk about life cycles. <ul style="list-style-type: none"> -Names & orders the 4 seasons. Identifies what you need to wear in each season & explains why. -Understands the effect their behaviour can have on their environment. -Observes, describes and discusses the weather conditions. -Can talk about how some environments are different from the one in which they live in.

EYFS Progression of Skills



		<p>concern for living things and the environment.</p> <p>-Explores why things happen and how things work.</p>	<p>-Talks in detail about why things happen and how things work.</p>
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Expressive Arts & Design

All Children...

- Have access to creative areas where they are provided with space and time to explore and experience a range of materials to develop their own creativity.
- Experience a wide range of media and materials which inspire them to think flexibly and creatively.
- Are supported by adults who prioritise the creative experience rather than a defined outcome and understand that individuals will have different responses and representations at their own level.
- Watch adults model how to play imaginatively in the role-play and small world areas.
- Have access to role play areas where they can express their own imaginations through free play.
- Have access to small-world resources where they can practice playing imaginatively with people/animals/settings which interest them, as well as with familiar stories.
- Have access to resources which allow them to construct and build, providing opportunities for them to express their ideas in different ways.
- Have opportunities to play with more open-ended resources that they can use how they like.
- Are taught key nursery rhymes so that they can perform them by reciting the words and actions off by heart.
- Listen to a range of different music, songs and rhymes.
- Have opportunities to play musical instruments.
- In Reception, children have the opportunity to perform by taking part in the Christmas performance.
- In Reception, children take part in weekly Music lessons.
- In Reception, children take part in weekly Art lessons led by the schools Art specialist.
- *For more information about the links between Expressive Art & Design and Art, Design Technology and Music in the National Curriculum, see EYFS-NC documents.*



EYFS Progression of Skills



Expressive Arts & Design				
		Nursery	Pre-School	Reception
Creating with Materials	Drawing	<ul style="list-style-type: none"> -Enjoys early mark making experiences using a range of resources. -May sometimes give meaning to the marks that they make, even if they do not look like what the child says they do. 	<ul style="list-style-type: none"> -Draws faces with some features. -Makes marks, drawing lines & circles. -Gives meaning to the marks they make. -Draws simple representations of people (using circles & lines.) -Draws simple representations of things that they observe. -Draws enclosed spaces, giving meaning as they do. -Draws simple things from memory. 	<ul style="list-style-type: none"> -Can draw a simple face/person. -Begins to add detail to drawings of people (limbs, additional facial features etc.) -Can draw a range of everyday objects/living things. -Creates detailed drawings of a wide range of subjects.
	Painting	<ul style="list-style-type: none"> -Explores freely with paint, often covering the paper by painting in different directions. 	<ul style="list-style-type: none"> -Uses pre-made paint freely & is able to name colours. -Enjoys exploring paint using hands/fingers. -Is able to mix primary colours to make secondary colours. -Can hold a paintbrush effectively. -Can use thick & thin paintbrushes. 	<ul style="list-style-type: none"> -Can hold a paintbrush effectively & use it to make marks and simple representations. -Is able to mix primary colours to make secondary colours. -Can use thin paintbrushes to add detail. -Adds white or black paint to alter shades. -Can use paint to colour match a specific colour/shade. -Creates detailed pictures using a variety of painting methods.
	Sculpture	<ul style="list-style-type: none"> -Squashes down with their whole hands in order to shape it. -Enjoys playing with stacking resources & will attempt to build towers. 	<ul style="list-style-type: none"> -Explores clay/dough. -Begins to be aware that two objects can be joined together using Sellotape or masking tape. 	<ul style="list-style-type: none"> -Manipulates clay/dough (rolls, cuts, squashes, pinches, twists etc.) -Joins two items using string or ribbon.

EYFS Progression of Skills



			<ul style="list-style-type: none"> -Builds walls to create enclosed spaces. Builds towers by stacking objects. -Builds simple models which include walls, a roof, windows & a door. 	<ul style="list-style-type: none"> -Makes a decision about whether to use Sellotape, masking tape, string or ribbon to join two items. -Builds models which replicate something in the real world. -Builds something they can give meaning to. -Can use a variety of construction kits to build & create. -Can use loose parts to build & create. -Thinks about how they could improve their creations. -Can explain how they made something by giving verbal instructions.
	Printing	<ul style="list-style-type: none"> -Enjoys early printing experiences by printing randomly onto paper/a surface. 	<ul style="list-style-type: none"> -Prints with large blocks/sponges. -Prints with a range of colours. 	<ul style="list-style-type: none"> -Prints with small resources (sponges, fruit, shapes etc.) -Creates patterns or meaningful pictures when printing. -Carefully plans where and what they will print.
	Collage	<ul style="list-style-type: none"> -Uses glue sticks & spatulas with support. 	<ul style="list-style-type: none"> -Uses glue sticks & spatulas independently. -Begins to describe textures (smooth, bumpy etc.) -Adds different materials to develop creations (tissue paper, feathers, pompoms etc.) 	<ul style="list-style-type: none"> -Can use glue sticks & PVA glue independently. -Joins two items using glue & tape. -Explores a range of different ways of enhancing materials (scrunching, twisting, folding, rolling etc.) -Can decide & describe which way of joining two items would be best depending on materials etc.

EYFS Progression of Skills



Being Imaginative & Expressive	Music, musical instruments & dance.			
		<ul style="list-style-type: none"> -Explores and experiments with an increasing range of media and movement through multi-sensory exploration and expression. -Moves their body whilst singing/vocalising to themselves -Moves their body whilst listening to sounds/music/instruments -Copies simple actions they have observed, e.g. clapping or waving. -Enjoys exploring the sounds that different musical instruments make. 	<ul style="list-style-type: none"> -Joins in singing familiar songs. -Creates sounds by rubbing, shaking, tapping, striking or blowing -Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow -Moves in response to music playing on instruments e.g. marches to a drum. -Beginning to describe sounds and music imaginatively, e.g. scary music -Creates rhythmic sounds and movements 	<ul style="list-style-type: none"> -Joins in with singing songs & learning new songs. -Sings along with a pre-recorded song & adds actions -Knows that the words of songs can tell stories & paint pictures. -Can copy a simple repeated rhythm using a musical instrument. -Selects own instruments and plays in time to music. -Begins to understand what is means to change tempo/dynamics whilst playing music. -Knows that we can move with the pulse of the music. -Plays a given instrument to a simple beat. -Begins to watch a short musical performance & give their opinion. -Explores and engages in dance, matches movements to the rhythm & pulse of the music.
	Roleplay	<ul style="list-style-type: none"> -Plays with role play resources which are familiar to them. -Creates sound effects and movements, e.g. creates the sound of a car, animals. -Begins to act out some basic familiar scenarios within their play. 	<ul style="list-style-type: none"> -Begins to make believe by pretending using their own experiences to develop simple story lines. -Participates in imaginative play. -Begins to use some story language in their imaginative play. -Enjoys dressing in different outfits to become a different role. 	<ul style="list-style-type: none"> -Acts out both familiar & imaginative scenarios within their play. -Uses story language & features confidently within their play. -Creates shared narratives with a group of other children. -Uses props to develop & enhance their chosen character in role play.

EYFS Progression of Skills

