

<u>Progression of Skills- Early Years Foundation Stage</u>	<u>2-3</u>			<u>3-4</u>			<u>Reception</u>		
	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>Communication and Language The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures</p>	<ul style="list-style-type: none"> Understand single words in context. Understand frequently used words. Show an interest in what others are doing and sometimes join in. Understand simple instructions. Recognises and points to objects if asked about them. Use speech sounds p,b,m, w Use up to 50 words. Begin to put two or three words together. Frequently ask questions. Understand between 200-500 words. 	<ul style="list-style-type: none"> Use speech sounds l, r, w, y, f, th, s, sh, ch, dz, j and pronounce multi-syllabic words. Understand simple questions and instructions. 	<ul style="list-style-type: none"> Shift attention from one task to another if you get their attention. Use around 300 words including descriptive language. Link up to 5 words together. Use pronouns, plurals, and prepositions. Follow instructions with three key words. Understand action words. 	<ul style="list-style-type: none"> Shift attention from one task to another. Enjoy listening to longer stories and remember much of what happens. Sing a large repertoire of songs. Use future and past tense with support. 	<ul style="list-style-type: none"> Use a wider range of vocabulary taught in stories and activities. Understand two-part instructions and questions. Know many rhymes and be able to talk about familiar books and tell a long story. Use future and past tense with support. 	<ul style="list-style-type: none"> Use sentences of 4-6 words. Use conjunctions. Use future and past tense. Answer simple why questions. Understand why questions. Be able to express a point of view and to debate when they disagree with an adult or friends. Start a conversation with an adult or friend and continue it for many turns. Use talk to organise themselves and play. Develop pronunciation of r, j, th, ch and sh and multi-syllable words. 	<ul style="list-style-type: none"> Understand how to listen carefully and know why it is important. Begin to understand how and why questions. Talk in front of small groups and their teacher offering their own ideas. Use new vocabulary throughout the day. Develop social phrases. Engage in story times. Learn new vocabulary and use new vocabulary through the day. Learn rhymes, poems and songs. 	<ul style="list-style-type: none"> Ask questions to find out more. Retell a story and follow a story without pictures or props. Talk in sentences using conjunctions. Engage in non-fiction books and to use new vocabulary in different contexts. Learn rhymes, poems and songs. 	<ul style="list-style-type: none"> Understand a question such as who, what, where, when, why and how. Be able to have conversations with adults and peers with back-and-forth exchanges. Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Talk in sentences using a range of tenses Learn rhymes, poems and songs.
<p>Personal, Social and Emotional Development Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the</p>	<ul style="list-style-type: none"> Begin to feel strong enough to express a range of emotions. Grow in independence, rejecting help. 	<ul style="list-style-type: none"> Be increasingly able to talk about and manage emotions. Enjoy the company of other children and want to play with them. 	<ul style="list-style-type: none"> Sometimes manage to share or take turns with others, with adult guidance and understanding of 'yours' and 'mine'. Talk about feelings in more elaborated ways. 	<ul style="list-style-type: none"> Select and use activities and resources with help when needed. Start eating independently, using a knife and fork. 	<ul style="list-style-type: none"> Develop sense of responsibility and membership of community. Become more outgoing with unfamiliar people. 	<ul style="list-style-type: none"> Play with one or more children, extending and elaborating play ideas. Generally negotiate solutions to conflicts in play. 	<ul style="list-style-type: none"> See themselves as a valuable individual. Manage own personal hygiene. 	<ul style="list-style-type: none"> Build constructive and respectful relationships. Express feelings and consider those of others. 	<ul style="list-style-type: none"> Show resilience in face of challenge. Identify and moderate own feelings socially and emotionally.

<p>important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	<ul style="list-style-type: none"> • Begin to show 'effortful control.' • Decide what they want to play with etc. 	<ul style="list-style-type: none"> • Learn to use the toilet with help and then independently. 			<ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important. • Understand how others might be feeling. 	<ul style="list-style-type: none"> • Show confidence in new social situations. • Remember rules without adult reminders. • Use large and small motor skills to do things independently. • Show an increasing desire to be independent. • Make healthy choices. • Look out for children who appear to be overweight or have poor dental health, where this has not been picked up or acted on at an earlier health check. Discuss this sensitively with parents and involves the health visitor. Adapt activities to suit particular needs so all children feel confident to move and take part in physical play. • Most should be reliably dry during the day. Support children who are struggling, in partnership with parents and seek medical advice if necessary. 			<ul style="list-style-type: none"> • Think about perspective other others.
<p>Physical Development Physical activity is vital in children's all-round development, enabling them</p>	<ul style="list-style-type: none"> • Run well, kick a ball and jump with both feet off 	<ul style="list-style-type: none"> • Develop manipulation and control. 	<ul style="list-style-type: none"> • Climb confidently, catch a large ball and pedal a tricycle. 	<ul style="list-style-type: none"> • Develop movement, balancing, 	<ul style="list-style-type: none"> • Skip, hop, stand on one leg and hold a pose. 	<ul style="list-style-type: none"> • Start taking part in group activities which they make up 	<ul style="list-style-type: none"> • Revise and refine fundamental skills like 	<ul style="list-style-type: none"> • Progress towards a more fluent style of moving, 	<ul style="list-style-type: none"> • Develop body strength, co-ordination, balance and

<p>to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence</p>	<p>the ground at the same time.</p> <ul style="list-style-type: none"> Start to use the stairs independently. 	<ul style="list-style-type: none"> Explore different materials and tools such as but not exclusively, playdough, shaving foam, brushes, spoons. Build independently with a range of resources. 		<p>riding, and ball skills.</p> <ul style="list-style-type: none"> Go up stairs, using alternative feet. Use large muscle movements to wave flags, streamers, paint and make marks. 	<ul style="list-style-type: none"> Choose the right resources to carry out a plan. Use one-handed tools and equipment such as scissors, pens and pencils. 	<p>themselves, or in teams.</p> <ul style="list-style-type: none"> Be increasingly independent when dressing and undressing. Collaborate with others to manage large items. Use a comfortable grip with good control when holding pens and pencils. Show preference for a dominant hand. 	<p>rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <ul style="list-style-type: none"> Develop small motor skills with pencils, paintbrushes, scissors, knives, forks and spoons. Use core muscles to achieve a good posture sitting on the floor or at a table. Further develop skills needed to manage school day successfully such as lining up and queuing and mealtimes. Know about different factors that support health and well-being such as exercise, healthy eating, toothbrushing 	<p>developing control and grace.</p> <ul style="list-style-type: none"> Combine different movements with ease and fluency. Further develop ball skills such as throwing, catching, kicking, passing, batting and aiming. Know about different factors that support health and well-being such as sensible screen time and good sleep routine. Develop small motor skills with pencils, paintbrushes, scissors, knives, forks and spoons. Develop small motor skills with pencils, paintbrushes, scissors, knives, forks and spoons, beginning to show control and accuracy. 	<p>agility needed to engage successfully in PE lessons.</p> <ul style="list-style-type: none"> Confidently and safely use a range of large and small apparatus indoors and outside. Develop confidence, competence, precision and accuracy in ball skills. Develop foundations of an accurate and efficient handwriting style. Know about different factors that support health and well-being such as road safety. Develop small motor skills with pencils, paintbrushes, scissors, knives, forks and spoons, showing good control and accuracy.
<p>Literacy It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and</p>	<ul style="list-style-type: none"> Enjoy songs and rhymes and join in with them. Say some of the words in songs and rhymes. 	<ul style="list-style-type: none"> Sing songs and rhymes independently. Enjoy sharing books with an adult. Repeats words and phrases from familiar stories. Enjoy drawing freely. 	<ul style="list-style-type: none"> Pay attention to books and respond to pictures or words. Have a favourite book and seek them out to share with children or adults. Asks questions about books, making comments 	<ul style="list-style-type: none"> Understand print has meaning. Understand print has different purposes. Engage in conversations about stories. Use some print and 	<ul style="list-style-type: none"> Understand we read text from left to right and from top to bottom. Count syllables in words. Engage in conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> Know the names of the different parts of a book e.g. front cover, title, blurb, picture. Understand pages go in sequences. Spot and suggest rhymes. 	<ul style="list-style-type: none"> Write name, writing letters accurately. Begin to learn Phase 2 sounds. Begin to blend sound into words. Re-read books to build fluency. 	<ul style="list-style-type: none"> Learn Phase 3 phonics. Read a few common exception words. Re-read books to build fluency. Form lower case letters correctly. Write short phrases/sentence 	<ul style="list-style-type: none"> Read simple sentences using phonic knowledge and recognising some common exception words. Re-read books to build fluency.

<p>the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>			<p>and sharing own ideas.</p> <ul style="list-style-type: none"> • Notice some print, such as first letter of name or familiar logo. • Give meaning to some marks, including making marks that stand for name. 	<p>letter knowledge in early writing.</p>	<ul style="list-style-type: none"> • Write some of name. 	<ul style="list-style-type: none"> • Recognise words with the same initial sounds. • Write all of name, writing some letters accurately. 	<ul style="list-style-type: none"> • Spell words by identifying sounds. 	<p>s using phonic knowledge.</p>	<ul style="list-style-type: none"> • Form capital letters correctly. • Write short sentences using a capital letter and full stop. • Re-read what they have written to check it makes sense.
<p>Mathematics Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	<ul style="list-style-type: none"> • Take part in finger rhymes with numbers. • React to changes of amount in a group of up to 3 items. • Develop counting like behaviour. • Complete inset puzzles. 	<ul style="list-style-type: none"> • Compare amounts saying ‘more’, ‘lots’ and ‘same.’ • Count in everyday contexts, sometimes skipping numbers. 	<ul style="list-style-type: none"> • Notice patterns and arrange things in patterns. • Compare sizes and weights using vocabulary big/little/smaller, high/low, tall, heavy. 	<ul style="list-style-type: none"> • Subitise to 3 • Recite numbers past 5. • Say one item for each number in order. • Show finger numbers to 5. • Make comparison between objects relating to size and capacity e.g., big, small, large, tiny, little, full, empty. 	<ul style="list-style-type: none"> • Link numerals to amount up to 5. • Compare quantities using language ‘more than’, ‘fewer than.’ • Talk about 2D and 3D shapes using informal language, such as pointy, curvy, sharp etc. • Understand position through words e.g., in, on, under, up, down, besides, between. • Select shapes appropriately for a purpose and combine shapes to make new ones. • Talk about and identify patterns around them using informal language. e.g. stripy, pointy, spotty, blobs etc. 	<ul style="list-style-type: none"> • Experiment with own symbols as well as numerals. • Solve real world mathematical problems with numbers to 5. • Talk about 2D and 3D shapes using mathematical language. such as circle, rectangle, triangle, square, sides, corners, straight, flat, round • Describe a familiar route using words like ‘in front of’ and ‘behind.’ • Make comparisons between objects relating to length and weight e.g. longer/shorter, lighter, heavier. • Extend and create ABAB patterns and notice and correct an error. • Begin to describe a sequence of 	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise to 5. • Link numerals to values. • Count beyond 10. • Compare numbers. • Understand one more/less relationship between consecutive numbers. • Continue, copy and create repeating patterns. 	<ul style="list-style-type: none"> • Explore composition of numbers to 5. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so children recognise shapes can have other shapes within it. • Compare length, weight and capacity using vocabulary short, long, shorter, longer, shortest, longest, heavy, heavier, heaviest, light, lighter, lightest, full, half-full, empty, nearly full, nearly empty. 	<ul style="list-style-type: none"> • Explore composition of numbers to 10. • Automatically recall number bonds for 0-5 and some to 10.

						events using language such as 'first' and 'then.'			
<p>Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension</p>	<ul style="list-style-type: none"> • Make connections between their features of their family and other families. 	<ul style="list-style-type: none"> • Explore and respond to different natural phenomena in their setting. 	<ul style="list-style-type: none"> • Notice differences between people. 	<ul style="list-style-type: none"> • Use senses in hands on exploration of natural materials. • Explore collections of materials with similar and different properties. • Talk about what they see using a wide vocabulary. • Begin to make sense of own life story and family's history. 	<ul style="list-style-type: none"> • Show interest in different occupations. • Plant seeds and care for growing plants. • Understand the key features of a life cycle of a plant and animal. • Begin to understand the need to respect and care for natural environment and living things. 	<ul style="list-style-type: none"> • Explore and talk about different forces they can feel. • Talk about differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people that are familiar to them. • Draw information from a simple map. • Understand some places are special to members of their community. • Recognise people have different beliefs and celebrate special times in different ways. • Explore the natural world around them and describe what they see, hear and feel outside, understanding the effect of changing seasons. - Autumn 	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Explore the natural world around them and describe what they see, hear and feel outside understanding the effect of changing seasons. -- Spring • Recognise similarities and differences between life in this county and life in other countries. • Recognise some environments that are different from the one they live. 	<ul style="list-style-type: none"> • Draw information from a simple map. • Explore the natural world around them and describe what they see, hear and feel outside understanding the effect of changing seasons. -- Summer • Recognise similarities and differences between life in this county and life in other countries.
<p>Expressive Art and Design The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play</p>	<ul style="list-style-type: none"> • Enjoy and take part in action songs. • Start to develop pretend play. • Explore paint using fingers and tools. 	<ul style="list-style-type: none"> • Explore different materials using all their senses. • Enjoy and take part in action songs 	<ul style="list-style-type: none"> • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. 	<ul style="list-style-type: none"> • Take part in simple pretend play. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. 	<ul style="list-style-type: none"> • Explore different materials freely to develop their ideas about how to use them and what to make. • Join different materials and explore different textures. 	<ul style="list-style-type: none"> • Begin to develop complex stories. • Make imaginative and complex small worlds. • Draw with increasing complexity, showing 	<ul style="list-style-type: none"> • Explore and use a variety of artistic effects to express ideas and feelings. • Listen attentively and move to music. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express ideas and feelings. • Listen attentively, move to and talk about music. 	<ul style="list-style-type: none"> • Return to and build on previous learning, refining ideas and developing ability to represent them. • Create collaboratively.

<p>with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>			<ul style="list-style-type: none"> • Enjoy and take part in action songs 	<ul style="list-style-type: none"> • Use drawing to represent ideas like movement or loud noises. • Listen with increased attention to sounds. 	<ul style="list-style-type: none"> • Respond to what they have heard, expressing thoughts and feelings. • Remember and sing entire song, pitch matching other people. 	<p>different emotions in their drawings.</p> <ul style="list-style-type: none"> • Create their own songs or improvise a song around one they know. • Play instruments with increasing control. 	<ul style="list-style-type: none"> • Sing in a group or on their own. • Develop storylines in pretend play. • Explore and engage in music making and dance performing solo or in groups. 	<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch. • Develop storylines in pretend play. • Explore and engage in music making and dance performing solo or in groups. 	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing feelings and responses. • Watch and talk about dance and performance art, expressing feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in pretend play. • Explore and engage in music making and dance performing solo or in groups.
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Red- Observational Checkpoints from Development Matters

Yellow Highlighting indicates Hamwic Education Trust Observational Checkpoints for Reception Baseline