

St Mary's, Birchley

EYFS Progression of Skills Map

Communication and Language		
Listening and Attention		
Nursery	Reception Autumn and Spring Term	Reception Summer Term
• Enjoy listening to longer stories and can remember much of what happens • Pay attention to more than one thing at a time • Use a wider range of vocabulary • Understand a question or instruction that has two parts • Understand 'why' questions	Autumn Term • Understand how to listen carefully and why listening is important • Learn new vocabulary • Engage in story times • Listen carefully to rhymes and songs, paying attention to how they sound • Engage in nonfiction books	• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peer
	Spring Term • Ask questions to find out more and to check they understand what has been said to them • Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep	

	familiarity with the text; some as exact repetition and some in their own words • Learn rhymes, poems and songs • Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary	
Speaking		
Nursery	Reception Autumn and Spring Term	Reception Summer Term
• Sing a large repertoire of songs • Know many rhymes, be able to talk about familiar books, and be able to tell a long story • Develop their communication but may continue to have problems with irregular tenses and plurals • Use longer sentences of four to six words • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions • Start a conversation with an adult or a friend and continue it for many turns • Use talk to organise themselves and their play	Autumn Term • Use new vocabulary through the day • Articulate their ideas and thoughts in well-formed sentences • Connect one idea or action to another using a range of connectives • Develop social phrases Spring Term • Describe events in some detail • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen • Use new vocabulary in different contexts	• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
Personal, Social and Emotional Development		

Self-Regulation		
Nursery	Reception Autumn and Spring Term	Reception Summer Term
• Begin to develop appropriate ways of being assertive • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' • Begin to understand how others might be feeling	Autumn Term • Express their feelings and consider the feelings of others • Develop appropriate ways to be assertive • Talk with others to solve conflicts	• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
	Spring Term • Identify and moderate their own feelings socially and emotionally • Think about the perspectives of others	
Managing Self		
Nursery	Reception Autumn and Spring Term	Reception Summer Term
• Play with one or more other children, extending and elaborating play ideas • Find solutions to conflicts and rivalries with the support of an adult	Autumn Term • Remember rules without needing an adult to remind them, understanding why they are important	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

• Begin to remember and follow rules with some understanding • Be increasingly independent in meeting their own care needs	• Find solutions to conflicts and rivalries with increasing independence • Be increasingly independent in meeting their own care needs Spring Term • Manage their own needs • Be independent in meeting their own care needs • Show resilience and perseverance in the face of challenge	• Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
Building Relationships		
Nursery	Reception Autumn and Spring Term	Reception Summer Term
• Develop their sense of responsibility and membership of a community • Become more outgoing with unfamiliar people, in the safe context of their setting • Show more confidence in new social situations	Autumn Term • Build constructive and respectful relationships • Express their feelings Spring Term • See themselves as a valuable individual • Confidently express their feelings and consider the feelings of others	• Work and play cooperatively and take turns with other • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs

Physical Development		
Gross Motor		
Nursery	Reception Autumn and Spring Term	Reception Summer Term
- Continue to develop their movement, balancing, riding and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet - Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks - Start taking part in some group activities which they make up for themselves, or in teams - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm	Autumn Term - Revise and refine the fundamental movement skills they have already acquired: - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping - Climbing Progress towards a more fluent style of moving, with developing control and grace - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group	- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions - Develop confidence, precision and accuracy when engaging in activities that involve a ball - Negotiate space and obstacles safely, with consideration for themselves and others - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
	Spring Term - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor - Combine different movements with ease and fluency - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming	

	• Move safely and confidently when lining up, negotiating space and being aware of others	
Fine Motor		
Nursery	Reception Autumn and Spring Term	Reception Summer Term
• Use one-handed tools and equipment, for example, making snips in paper with scissors • Use a comfortable grip with good control when holding pens and pencils • Show a preference for a dominant hand • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips	Autumn Term • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips	• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases • Use a range of small tools, including scissors, paintbrushes and cutlery • Begin to show accuracy and care when drawing
	Spring Term • Develop the foundations of a handwriting style which is fast, accurate and efficient • Be independent as they get dressed and undressed, for example, putting coats on and doing up zip	
Literacy		
Comprehension		

Nursery	Reception Autumn and Spring Term	Reception Summer Term
- Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing - Engage in extended conversations about stories, learning new vocabulary	Autumn Term - Shows curiosity by asking questions about stories and characters. - Joins in with familiar words and repeated phrases from well-known stories. - Uses and repeats new vocabulary introduced through stories. - Chooses and revisits favourite books to enjoy independently or share with adults and peers	- Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary - Anticipate key events in stories - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems - Make comments about what they have heard and ask questions to clarify their understanding - Demonstrate understanding of literal and inferential questions about what they have heard - Engage in discussions about books, stories, poems and other texts, expressing their ideas and responding to others - Shares favourite books with peers, retelling the story in their own words and joining in with familiar phrases
	Spring Term - Responds to questions about stories and texts they have listened to - Begins to make predictions about what may happen next - Uses newly introduced vocabulary during role play and small-world activities. - Independently chooses familiar books and stories to revisit - Asks for favourite stories, rhymes and poems to be shared again	

Word Reading		
Nursery	Reception Autumn and Spring Term	Reception Summer Term
- Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing - Develop their phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother	Autumn Term - Develop their phonological awareness to: Spot rhymes in familiar stories and poems, count or clap syllables in a word, recognise words with the same initial sounds - Begin to read individual letters by saying the sounds for them - Begin to blend sounds into words, so that they can read short words made up of known letter- sound correspondences - Begin to read CVC words containing known letter-sound correspondences	- Say a sound for each letter in the alphabet and at least 10 digraphs - Read words consistent with their phonic knowledge by sound-blending - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
	Spring Term - Develop phonological awareness by identifying and continuing simple rhyming pattern - Use sound buttons to identify and count the sounds within word - Recognise taught phonemes and graphemes, including common digraphs, in line with the Twinkl Phonics programme	

	• Read phonetically decodable words and books containing taught sounds, developing fluency, confidence and understanding • Blend known sounds to read short words containing familiar grapheme-phoneme correspondences. • Read simple sentences using taught sounds, including sentences containing some common exception words • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment	
Writing		
Nursery	Reception Autumn and Spring Term	Reception Summer Term
• Use one-handed tools and equipment, for example, making snips in paper with scissors • Use a comfortable grip with good control when holding pens and pencils • Use some of their print and letter knowledge in their early writing • Write some or all of their name • Write some letters accurately	Autumn Term • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons • Spell words by identifying the sounds and then writing the sound with letter/s • Write first name independently	• Hold a pencil effectively, using a tripod grip in preparation for fluent writing • Write recognisable lower-case and capital letters, most of which are correctly formed. • Spell words by identifying the sounds in them and representing the sounds with a letter or letters.

	Spring Term - Develop the foundations of a handwriting style which is fast, accurate and efficient Begin to use tripod grip. - Write short sentences with words with known letter-sound correspondences using a capital letter and full stop	- Write simple phrases and sentences that can be read by others - Use a capital letter at the beginning of a sentence and a full stop at the end
Mathematics		
Number		
Nursery	Reception Autumn and Spring Term	Reception Summer Term
- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') - Recite numbers past 5 - Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') - Compare quantities using language: 'more than', 'fewer than' - Show 'finger numbers' up to 5 - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5	Autumn Term - Join in and sings counting songs and number rhymes - Listen to and enjoy stories that involve counting - Count objects, actions and sounds - Subitise - Link the number symbol (numeral) with its cardinal number value - Begin to understand the 'one more than/one less than' relationship between consecutive numbers	- Have a deep understanding of number to 10, including the composition of each number - Subitise (recognise quantities without counting) up to 5 - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts
	Spring Term Understand the 'one more than/one less than' relationship between consecutive numbers	

Join in and sings counting songs and number rhymes	- Explore the composition of numbers to 10 - Automatically recall number bonds for numbers 0-5 and some to 10 - Explore 5-frames and 10-frames to develop an understanding of how numbers are organised in groups of five and ten	
Numerical Pattern (including Shape, Space and Measure)		
Nursery	Reception Autumn and Spring Term	Reception Summer Term
- Experiment with their own symbols and marks as well as numerals - Solve real world mathematical problems with numbers up to 5 - Compare quantities using language: 'more than', 'fewer than' - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc	Autumn Term - Talk about and explore 2D shapes (for example, circles, rectangles and triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' - Compare length, weight and capacity - Continue, copy and create repeating patterns	- Verbally count beyond 20, recognising the pattern of the counting system - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and

• Combine shapes to make new ones - an arch, a bigger triangle, etc • Make comparisons between objects relating to size, length, weight and capacity • Understand position through words alone - for example, 'The bag is under the table' - with no pointing • Understand position through words alone with no pointing • Describe a familiar route • Discuss routes and locations, using words like 'in front of' and 'behind' • Talk about and identify the patterns around them. • Extend and create ABAB patterns - stick, leaf, stick, leaf • Notice and correct an error in a repeating pattern • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'	Spring Term • Count beyond 10, noticing patterns within the structure of counting • Talk about and explore 3D shapes • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can • Select, rotate and manipulate shapes in order to develop spatial reasoning skills	how quantities can be distributed equally
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Understanding the World		
Past and Present		
Nursery	Reception Autumn and Spring Term	Reception Summer Term
• Begin to make sense of their own life-story and family's history • Explore images of familiar situations in the past • Enjoy joining in with family customs and routine	Autumn Term	• Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling
	Spring Term	
	• Comment on images of familiar situations in the past.	
	• Compare and contrast characters from stories, including figures from the past	
People, Culture and Communities		
Nursery	Reception Autumn and Spring Term	Reception Summer Term
• Begin to make sense of their own life story and family's history • Show interest in different occupations • Explore how things work	Autumn Term	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
	• Talk about members of their immediate family and community • Name and describe people who are familiar to them	

• 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	• Recognise some similarities and differences between religions and civilisations	• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps
	Spring Term • Understand that some places are special to members of their community • Recognise that people have different beliefs and celebrate different times in different ways • Draw information from a simple map	
The Natural World		
Nursery	Reception Autumn and Spring Term	Reception Summer Term
• Use all their senses in hands-on exploration of natural materials • Explore collections of materials with similar and/or different properties	Autumn Term • Explore the natural world around them • Describe what they see, hear and feel whilst outside	• Explore the natural world around them, making observations and drawing pictures of animals and plants

• Talk about what they see, using a wide vocabulary • Begin to understand the need to respect and care for the natural environment and all living things • Explore and talk about different forces they can feel • Talk about the differences between materials and changes they notice • Understand some important processes and changes in the natural world, including the seasons	Spring Term • Recognise some environments that are different to the one in which they live • Understand the effect of changing seasons on the natural world around them	• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
Expressive Arts & Design		
Creating with Materials		
Nursery	Reception Autumn and Spring Term	Reception Summer Term
• Explore different materials freely, to develop their ideas about how to use them and what to make • Develop their own ideas and then decide which materials to use to express them	Autumn Term • Explore use and refine a variety of artistic effects to express their ideas and feelings • Return to and build on their previous learning, refining ideas and developing their ability to represent them	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

• Join different materials and explore different textures • Make imaginative and complex 'small worlds' with blocks and construction kits • Create closed shapes with continuous lines and begin to use these shapes to represent objects • Draw with increasing complexity and detail, such as representing a face with a circle and including details • Use drawing to represent ideas like movement or loud noises • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc • Explore colour and colour mixing	Spring Term • Create collaboratively, sharing ideas, resources and skills • Develop storylines in their pretend play	• Share their creations, explaining the process they have used • Make use of props and materials when role playing characters in narratives and stories
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Being Imaginative & Expressive		
Nursery	Reception Autumn and Spring Term	Reception Summer Term
• Take part in simple pretend play, using an object to represent something else even though they are not similar • Remember and sing entire songs Sing the pitch of a tone sung by another person (pitch match) • Sing the melodic shape of familiar songs • Create their own songs or improvise a song around one they know • Play instruments with increasing control to express their feelings and ideas. • Begin to develop complex stories using small world equipment, such as animal sets, dolls and dolls houses	Autumn Term • Listen attentively, move to and talk about music, expressing their feelings and responses • Watch and talk about dance and performance art, expressing their feelings and responses	• Invent, adapt and recount narratives and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music
	Spring Term • Sing in a group or on their own, increasingly matching the pitch and following the melody • Explore and engage in music making and dance, performing solo or in groups	