



### Progression of Skills in EYFS

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>ELG</u>
PSED- Building Relationships	<p>I can play alongside other children.</p> <p>I can play with one or more children.</p> <p>I know the name of my teacher and feel confident talking to them.</p> <p>I know the name of my friends and some of the children in our class.</p>	<p>I am beginning to develop friendships and play with a small group.</p> <p>I have formed a good relationship with my class teacher and familiar adults in the class.</p> <p>I can communicate my basic needs.</p>	<p>I can take turns with others.</p> <p>I can listen to the ideas of other children.</p>	<p>I can agree on a solution and can compromise to resolve conflict.</p> <p>I can play with others, taking turns without adult prompts.</p>	<p>I can work as a group, listening to others and sharing my own ideas and opinions.</p>	<p>I have confidence to communicate with adults around the school.</p> <p>I can be aware and sensitive to the needs of others.</p>	<p>Children can work and play cooperatively and take turns with others.</p> <p>Children can form positive attachments to adults and friendships with peers.</p> <p>Children show sensitivity to their own and others' needs.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Managing Self</p>	<p>I can manage the transition to Reception.</p> <p>I can contribute to making some class rules.</p> <p>I can show an awareness of the school rules and how to behave in the classroom.</p> <p>I can go to the toilet and wash my hands independently.</p> <p>I see myself as a valuable member of the class.</p>	<p>I can separate from family members.</p> <p>I understand the need to have rules in the classroom.</p> <p>I can dress myself with limited support (take jumper off, put it back on, put trousers on etc).</p> <p>I can put my coat on and begin to put my waterproofs and wellies on.</p>	<p>I can begin to show resilience and perseverance in the face of a challenge.</p> <p>I can zip my coat up.</p> <p>I can put my wellies and waterproofs on with guidance.</p>	<p>I keep on trying even when things are difficult.</p> <p>I can find solutions without adult input.</p> <p>I can talk about what is right and wrong.</p> <p>I can talk about the importance of good oral hygiene.</p>	<p>I can dress myself independently.</p> <p>I can talk about things I am good at.</p> <p>I understand the importance of healthy food choices.</p> <p>I can communicate my own wants, needs and opinions.</p>	<p>I understand the importance of sleep.</p> <p>I can explain the need for rules.</p> <p>I can talk about places that are important and special to me.</p>	<p>Children are confident to try new activities and show independence resilience and perseverance in the face of challenge.</p> <p>Children can explain the need for rules, know right from wrong and try to behave accordingly.</p> <p>Children manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
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<p style="text-align: center;">Self- Regulation</p>	<p>I can say how I am feeling.</p> <p>I can listen to a short story.</p> <p>I can wait for what I want.</p>	<p>I can identify and express my feelings.</p> <p>I can focus during short whole-class activities.</p> <p>I can keep trying when things are difficult</p> <p>I can follow two-part instructions.</p> <p>I can control immediate impulses.</p>	<p>I can consider and recognise others' feelings.</p> <p>I can focus during longer whole-class lessons.</p>	<p>I can identify and moderate my own feelings socially and emotionally.</p>	<p>I can control my emotions using a range of techniques.</p> <p>I can set myself a goal.</p>	<p>I can follow instructions of three steps or more.</p> <p>I can persevere to achieve a goal.</p>	<p>Children can show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Children can set and work towards simple goals, is able to wait for what he/she wants and control his/her immediate impulses when appropriate.</p> <p>Children can give focused attention to what the teacher says, responding</p>
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							appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions.
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<p style="text-align: center;">Physical Development- Gross Motor</p>	<p>I can move safely in a space.</p> <p>I can develop movement using bikes, scooters etc.</p> <p>I can work with others to manage large items.</p>	<p>I can explore different ways to travel using equipment.</p> <p>I can negotiate obstacles climbing over, under, going through.</p>	<p>I can control a ball in different ways - throwing, kicking. I can balance on a variety of equipment and climb.</p>	<p>I can jump and land safely from a height.</p> <p>I can catch a ball, and pass to another by kicking with accuracy.</p>	<p>I can travel around obstacles safely with confidence and imagination (running, skipping, hopping, jumping, climbing), communicating ideas through movement.</p>	<p>I can play by the rules and develop strength, balance coordination.</p>	<p>Children can demonstrate strength, balance and coordination when playing.</p> <p>Children can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Children are able to negotiate space and obstacles safely, with consideration for himself/herself and others.</p>
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Fine Motor	<p>I can make marks (using a range of materials e.g. chalk, paint brushes, pencils).</p> <p>I show a preference for a dominant hand.</p> <p>I can use a knife and fork to eat my food.</p> <p>I can hold scissors and use them to make cuts in paper.</p> <p>I can use my fingers to squish, roll, pat the playdough.</p>	<p>I can begin to use the tripod grip when using mark making materials.</p> <p>I can begin to use one-handed equipment carefully and effectively (cutting, chopping)</p> <p>I can use scissors to cut straight lines.</p> <p>I can sit at a table using the correct posture to write.</p>	<p>I can use the tripod grip when using mark making materials.</p> <p>I can show good pencil control when mark-making and drawing.</p> <p>I can use scissors to cut curved lines.</p> <p>I can accurately draw lines, circles and shapes to draw pictures.</p> <p>I can manipulate different materials.</p>	<p>I can use a wide range of tools correctly.</p> <p>I can handle scissors, pencil and glue effectively.</p> <p>I can use scissors to cut complex lines and shapes.</p> <p>I can draw simple shapes and characters with accuracy.</p>	<p>I can hold scissors correctly and cut accurately.</p>	<p>I can use a tripod grip to hold and control my pencil to form letters correctly.</p> <p>Most of my letters are correctly formed.</p>	<p>Children are beginning to show accuracy and care when drawing.</p> <p>Children hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Children use a range of small tools, including scissors, paint brushes and cutlery.</p>
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<p style="text-align: center;">Understanding the World Past and Present</p>	<p>I can name people in my own family and talk about them.</p> <p>I can talk about the different jobs people do.</p>	<p>I can talk about what I can see in pictures of the past and how it is the same or different to now.</p> <p>I know about the past through settings, characters and events-</p>	<p>I can talk about past and present events in my life</p>	<p>I can talk about the past and discuss what I have heard or seen in books, artefacts and pictures.</p>	<p>I can talk about myself and some of the ways that I have changed.</p>	<p>I can talk about the lives of people I am familiar with and their roles in society.</p> <p>I know about the past through settings, characters and events.</p>	<p>Children know some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class.</p> <p>Children talk about the lives of the people around him/her and their roles in society.</p> <p>Children show an understanding of the past through settings, characters and events encountered in books read in</p>
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							class and storytelling.
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">People, Culture and Communities</p>	<p>I know that there are different countries in the world and can talk about my experiences.</p>	<p>I understand that people have different beliefs and celebrate special times in different ways</p>	<p>I recognise some similarities and differences between life in this country and life in other countries.</p>	<p>I can draw information from a simple map.</p>	<p>I 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.</p>	<p>I understand that some places are special to members of my community.</p>	<p>Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Children 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.</p> <p>Children are able to explain some</p>
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							similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.
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<p>The Natural World</p>	<p>I can explore the natural world around me.</p> <p>I can describe what I can see, hear and feel whilst outside.</p> <p>I can explore the changes in the local environment during autumn.</p>	<p>I can explore the changes in the local environment during winter.</p> <p>I can begin to understand the need to respect and care for the natural environment and all living things.</p> <p>I can explore changes in matter - freezing, melting.</p>	<p>I can recognise that some environments are different to the one in which I live.</p> <p>I can explore changes in matter - mixing paints.</p>	<p>I can explore the changes in the local environment during Spring.</p>	<p>I understand the key features of the life cycle of an animal.</p> <p>I can begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>I can plant seeds and care for growing plants.</p>	<p>Children explore the natural world around them making observations and drawing pictures of animals and plants.</p> <p>Children 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. Children understand some important processes and changes in the</p>
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							natural world around them including the seasons and changing states of matter.
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<p style="text-align: center;"><u>Expressive Arts and Design-</u> <u>Creating with materials</u></p>	<p>Drawing/ Painting</p> <p>I can represent my ideas through drawing.</p> <p>I can explore paint and <u>colour-mixing</u>.</p> <p>I can <u>add detail</u> to my drawings, <u>such as representing a face with a circle and including details</u>.</p> <p><u>I can start to develop my own stories linked to what I know through role play and small world.</u></p>	<p>Printing</p> <p>I can <u>explore colour-mixing</u> and use the primary colours to make secondary colours.</p> <p>I can <u>join different materials together and explore different textures</u>.</p> <p><u>I can begin to develop my own ideas in art and talk about them with adult support.</u></p> <p><u>I can select appropriate tools</u></p>	<p>Collage</p> <p><u>I can talk about my artwork or design and the materials that I have chosen.</u></p> <p><u>I can use scissors and one-handed tools safely and more accurately.</u></p> <p><u>I know how to join materials using tape and glue in junk modelling.</u></p> <p><u>I can explore form through observational drawing</u></p>	<p>Drawing</p> <p><u>Creates collaboratively sharing ideas, resources and skills</u></p> <p><u>I can explore form through observational drawing</u></p>	<p>3D sculpture</p> <p>I am <u>able to return to and build on my previous learning, refining ideas and developing my ability to represent them.</u></p> <p><u>I can use a wide range of joining techniques to join materials in 3D modelling.</u></p> <p><u>I can manipulate malleable materials to create a 3D</u></p>	<p>Textiles</p> <p>I can weave materials together.</p> <p>I can <u>explore, use and refine a variety of artistic effects to express my ideas and feelings.</u></p> <p>I can explain what I have made and talk about the key techniques.</p> <p>I can choose and use effective</p>	<p><u>Children make use of props and materials when role playing characters in narratives and stories.</u></p> <p><u>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</u></p> <p><u>Children share their creations, explaining the process they have used.</u></p>
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	<p><u>I can explore malleable materials</u> such as playdough.</p>	<p><u>and materials to create with.</u></p> <p><u>I can tell others about my creation and signal key parts.</u></p> <p><u>I am beginning to recreate familiar stories with adult support through role play and small.</u></p>	<p>Balamory- Collage like Eric Carle</p>		<p><u>sculpture of an object that I can see.</u></p>	<p>props when role-playing.</p>	
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<p style="text-align: center;"><u>Being Imaginative</u></p>	<p>I can use my imagination in play.</p> <p>I can join in with songs and rhymes.</p> <p>I can start to match the pitch and melody of others.</p>	<p>I can recount and retell familiar stories with my friends in small world and role play.</p> <p>I can remember some songs and sing them with others when supported by an adult.</p> <p>I can listen to and respond to sounds and experiment with different instruments and their sounds.</p>	<p>I can role-play imaginary scenarios linked to experiences and what I have heard / read in stories and non-fiction texts.</p> <p>I can create narratives based around stories.</p> <p><a href="#"><u>I can use props and materials to retell stories and create imaginary scenarios linked to what I know.</u></a></p>	<p>I can adapt familiar stories and narratives and small world / role play them with others.</p> <p>I can sing well-known songs in a group or alone and match the pitch and melody.</p> <p>I can begin to move in time to the music.</p>	<p>I can use what I know and have read to help create my own stories.</p> <p>I can sing well known songs and nursery rhymes.</p> <p>I can listen carefully to music and move in time with it.</p> <p>I can play an instrument following a musical pattern.</p>	<p>I can invent my own narratives, stories and poems.</p> <p>I sing a range of rhymes and songs, matching pitch, timing, and melody.</p> <p>I can perform songs, rhymes, stories and poems with others and alone.</p> <p>I can move in time to music and</p>	<p>Children can invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Children can perform songs, rhymes, poems and stories with others, and - when appropriate - tries to move in time with music.</p> <p>Children can sing a range of well-known nursery rhymes and songs.</p>
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						<p>match the beat. a</p> <p>I can watch and talk about music, dance and performance art, expressing my feelings.</p>	
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<p style="text-align: center;">Communication and Language Listening and attention</p>	<p>I can understand how to listen carefully and know why it is important.</p> <p>I can follow one or two-step instructions.</p> <p>I can talk to others and begin to take turns to speak.</p>	<p>I can begin to understand how and why questions.</p> <p>I can demonstrate good listening behaviours.</p> <p>I can follow one or two-step instructions.</p> <p>I can engage in story times and join in with familiar songs and rhymes</p>	<p>I can respond to what I have heard and find out more by asking questions.</p> <p>I can wait and take turns in conversations.</p>	<p>I can retell a story and follow a story with pictures or props.</p> <p>I can respond to what I have heard by explaining my thoughts and saying what I think.</p> <p>I can engage in conversations with friends and adults in school.</p>	<p>I can understand and ask a question such as who, what, where, when, why and how.</p>	<p>I can have conversations with adults and peers with back-and-forth exchanges.</p> <p>I can follow more complex instructions of more than two steps.</p>	<p>Children hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Children listen attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Children make comments about what they have heard and asks</p>
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							questions to clarify their understanding.
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Speaking	<p>I can use talk to share what I think, answering who, what where when questions.</p> <p>I can use simple sentences of 4-6 words.</p>	<p>I can share my ideas with familiar adults and children.</p> <p>I can use speech as a way to express myself.</p> <p>I can listen to and talk about stories, rhymes and non-fiction.</p> <p>I can use short sentences to explain how I feel.</p>	<p>I can share my ideas with a small group and familiar adults.</p> <p>I can talk in sentences using conjunctions e.g. and, because.</p> <p>I can use the present tense.</p>	<p>I can explain events that have already happened in detail using the past tense.</p> <p>I can engage in stories, rhymes and non-fiction books and use new vocabulary in different contexts.</p>	<p>I can use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>I can use new vocabulary from stories, rhymes and non-fiction in speech.</p> <p>I can use past, present and future tenses correctly.</p>	<p>I can take part in whole class discussions.</p> <p>I can explain why things happen / might happen using new vocabulary from stories, rhymes and non-fiction.</p> <p>I can talk in sentences using a range of tenses.</p>	<p>Children can 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.</p> <p>Children offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>
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							Children participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
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<p style="text-align: center;">Literacy Comprehension</p>	<p>I can independently look at a book, holding it the correct way and turning pages. I can talk about the stories I have heard.</p> <p>I can join in with familiar rhymes, songs and repeated refrains.</p>	<p>I enjoy an increasing range of books.</p> <p>I can start to recall key events and facts in stories and non-fiction.</p> <p>I can listen carefully to stories, rhymes, non-fiction and songs.</p>	<p>I can talk about the characters in books I am reading.</p> <p>I can start to retell key events in stories.</p> <p>I can talk about what has happened so far in a story and begin to predict what might happen next.</p>	<p>I can order familiar stories and retell key events from stories I have read and describe them in detail.</p> <p>I can recall facts from a non-fiction book.</p> <p>I can act out stories using recently introduced vocabulary.</p>	<p>I can retell a story using vocabulary influenced by the book I am reading.</p> <p>I can describe events and characters in a story in detail.</p> <p>I can predict what might happen next, linked to other similar stories.</p>	<p>I can answer questions about what has been read, using vocabulary influenced by the story, describing events and characters in detail and explaining why certain things happened (inference).</p>	<p>Children anticipate, where appropriate, key events in stories.</p> <p>Children demonstrate an understanding of what has been read to them by retelling stories and narratives using their words and recently introduced vocabulary.</p> <p>Children use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes</p>
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							and poems and during role-play.
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Word Reading	<p>I can hear and say initial sounds for words.</p> <p>I know some Set 1 sounds. I can orally segment and blend using Fred talk.</p> <p>I can use the magnetic boards to make CVC words.</p>	<p>I know the first 16 sounds.</p> <p>I can orally segment and blend to read CVC words.</p> <p>I can use Fred in my head to read some CVC words.</p>	<p>I know all the Set 1 sounds including special friends sounds.</p> <p>I can begin to read captions and sentences using Fred talk.</p> <p>I can read some CVC words speedily.</p> <p>I can read some nonsense words using Fred talk.</p>	<p>I can read simple sentences.</p> <p>I can read words with the Set 1 sounds including special friends.</p> <p>I can read some red words.</p>	<p>I can read longer sentences.</p> <p>I am secure with my Set 1 sounds.</p> <p>I know some Set 2 sounds.</p> <p>I can use Fred talk to read words that contain set 2 sounds.</p>	<p>I can read sentences confidently using Fred talk and Fred in my head when needed.</p> <p>I can read the first 25 HFW.</p> <p>I know all my Set 1 sounds and some Set 2 sounds too and I can read words with these in.</p> <p>I can speedily read CVC words.</p>	<p>Children read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Children can read words consistent with their phonic knowledge by sound-blending.</p> <p>Children are able to say a sound for each letter in the alphabet and at least 10 digraphs.</p>
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<p style="text-align: center;">Writing</p>	<p>I can give meanings to the marks I make.</p> <p>I can write some initial sounds using correct letter formation.</p> <p>I can begin to write my name.</p> <p>I can hold a pencil.</p>	<p>I can form some lower-case letters correctly.</p> <p>I can write the initial sound in words.</p> <p>I can begin to orally segment to spell and use my Fred fingers to help me.</p> <p>I can hold a pencil using the tripod grip.</p>	<p>I can write labels and short captions using my phonic knowledge.</p> <p>Most of my letters are formed correctly.</p> <p>I can use my Fred fingers to spell words.</p> <p>I can write some red words.</p> <p>I can use finger spaces between words.</p>	<p>I can write all lower-case and some upper-case letters correctly.</p> <p>I can begin to write a simple sentence.</p> <p>I can understand the importance of, and use capital letters.</p> <p>I can use finger spaces accurately.</p>	<p>I can write a simple sentence, using words which are spelt phonetically.</p> <p>I can re-read what I have written.</p> <p>I can understand the importance of, and use capital letters and full stops.</p>	<p>I can write simple phrases and sentences using recognisable, correctly formed letters, words separated by finger-spaces, red words, and which use a capital letter and full stop.</p>	<p>Children spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Children write recognisable letters, most of which are correctly formed.</p> <p>Children write simple phrases and sentences that can be read by others.</p>
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