



EYFS Progression Document



Communication and Language					
<p>Skill - Listening, Attention and Understanding</p> <p>ELG:</p> <ul style="list-style-type: none"> 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 conversations when engaged in back and forth exchanges with an adult and peers. 					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To follow 1-step instructions</p>	<p>To engage in story times (singing, chanting, repeating)</p> <p>To begin to understand how and why questions</p> <p>To start to use topic-specific vocabulary</p>	<p>To begin to follow instructions with more than 1 step</p> <p>To ask questions to find out more</p> <p>To develop social phrases</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p>	<p>To understand the questions words (who, what, when, where, why and how)</p>	<p>To have conversations with adults and peers using back and forth exchanges</p>
<p>Skill – Speaking</p> <p>ELG:</p> <ul style="list-style-type: none"> Participate in small group, class and 1:1 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. E 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 an adult. 					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To talk to our peers</p> <p>To talk to adults in class</p> <p>To begin to learn new vocabulary</p>	<p>To talk in front of a small group</p>	<p>To talk more confidently to other adults around school</p>	<p>To use new vocabulary throughout the day</p>	<p>To talk more confidently in front of the whole class</p>	<p>To talk in sentences using a range of tenses</p> <p>To talk about why things happen</p>



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		To talk about something that it is important to them			
Personal, Social and Emotional Development					
Skill – Self-Regulation ELG: <ul style="list-style-type: none"> 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 an adult says, responding appropriately, even when engaged in an activity and show an ability to follow instructions involving several ideas or actions. 					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To understand the importance of emotions To recognise different emotions To understand how people show emotions	To talk about how they are feeling (“use your words”) To begin to consider the feelings of others To begin to adapt behaviour in different situations	To begin to regulate our own emotions To develop focus during activities	To more effectively regulate and manage our emotions To consider other people’s needs and feelings	To begin to explain another person’s feelings based on their behaviours or expressions	To maintain focus for extended periods of time
Skill – Managing Self ELG: <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, no right from wrong and try to behave accordingly, manage their own personal hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To wash hands independently To recognise when to go to the toilet	To develop understanding of class and school rules	To begin to show perseverance and resilience in the face of challenge (zips or buttons)	To develop cutlery skills (lunch hall)	To manage own basic needs independently To understand the importance of	To manage undressing and dressing independently (swimming lessons)



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To manage toileting independently	To have confidence to try new activities			healthy food choices	To show a 'can do' attitude
To explore the different areas of continuous provision					
To put a coat on independently					
Skill – Building Relationships ELG: <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others, form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs. 					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To play alongside our peers	To play with our peers	To begin to develop friendships	To begin to listen to the ideas of others	To maintain friendships	To maintain positive attachments with peers and adults
To gain confidence to speak to friends	To gain confidence to speak to adults in class To begin take turns with support	To begin to work in a group with support	To take turns more independently	To begin to develop relationships with others adults around school	To begin to compromise and agree on a solution
Physical Development Skill – Gross Motor Skills ELG: <ul style="list-style-type: none"> • 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. 					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To move safely in a space	To work cooperatively with a partner	To develop ball skills (track a ball, roll, dribble with	To create short sequences using shapes, balances	To follow instructions and	To develop coordination (swimming)



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<p>To stop safely</p> <p>To develop control when using equipment</p> <p>To jump and land safely from a height</p>	<p>To balance</p> <p>To run and stop</p> <p>To jump and begin to hop</p> <p>To change direction</p> <p>To explore different ways to travel using equipment</p>	<p>hands, throw and catch, kicking)</p> <p>To balance and safely use apparatus</p>	<p>and travelling actions</p> <p>To move rhythmically to music</p>	<p>simple rules in a game</p> <p>To begin to be aware of others in a game</p>	<p>To develop water confidence (swimming)</p>
<p>Skill – Fine Motor Skills</p> <p>ELG:</p> <ul style="list-style-type: none"> • 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. 					
<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p>To use a dominant hand</p> <p>To mark-make</p> <p>To begin to use a range of tools (big tweezers, bead-threading, peg boards)</p>	<p>To begin to hold scissors correctly and make snips</p> <p>To begin to use the tripod grip</p> <p>To form some recognisable letters (eg. from name)</p>	<p>To more consistently use the tripod grip</p> <p>To develop perseverance when using scissors</p> <p>To write taught letters increasingly accurately</p>	<p>To cut out shapes effectively using scissors</p> <p>To draw lines, circles and shapes to make pictures</p> <p>To effectively control a paintbrush</p>	<p>To develop consistency with letter formation</p> <p>To cut out smaller shapes with accuracy using scissors</p>	<p>To cut different materials effectively using scissors</p> <p>To independently use cutlery</p> <p>To use the tripod grip effectively and independently</p>
<p>Literacy</p>					
<p>Skill – Comprehension</p> <p>ELG:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 					



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<ul style="list-style-type: none"> Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To sequence familiar stories</p> <p>To independently hold and look at a book correctly</p> <p>To use pictures to tell stories</p> <p>To discuss the characters in a story</p>	<p>To engage in story times, joining in with repeated actions and phrases</p> <p>To begin to answer questions about the stories read to them</p> <p>To enjoy a range of books, including fiction, non-fiction, rhymes and poems</p>	<p>To act out stories</p> <p>To begin to predict what might happen next</p> <p>To begin to use newly introduced vocabulary</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To begin to use texts to retrieve information</p>	<p>To answer questions about own reading</p> <p>To more confidently use key vocabulary linked to a text</p> <p>To predict story endings more effectively</p>	<p>To ask questions linked to a text</p> <p>To make choices to read a wider selection of different texts (fiction, non-fiction, rhymes, poetry)</p>
<p>Skill – Word Reading ELG:</p> <ul style="list-style-type: none"> Say and 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 					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To read own name</p> <p>To recognise taught Phase 2 sounds</p> <p>To recognise taught Phase 2 tricky words</p> <p>To begin to blend sounds together to</p>	<p>To recognise taught Phase 2 sounds</p> <p>To recognise taught Phase 2 tricky words</p> <p>To blend sounds together to read words using the taught sounds</p>	<p>To recognise taught Phase 2 and Phase 3 sounds</p> <p>To recognise taught Phase 2 and Phase 3 tricky words</p> <p>To recognise taught digraphs in words</p>	<p>To recognise taught Phase 2 and Phase 3 sounds</p> <p>To recognise taught Phase 2 and Phase 3 tricky words</p> <p>To read sentences containing tricky words and digraphs</p>	<p>To recognise taught Phase 2 and Phase 3 sounds</p> <p>To recognise taught Phase 2, Phase 3 and Phase 4 tricky words</p>	<p>To recognise taught Phase 2 and Phase 3 sounds</p> <p>To recognise taught Phase 2, Phase 3 and Phase 4 tricky words</p> <p>To read compound words</p>



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read words using the taught sounds	<p>To begin reading captions and sentences using taught sounds</p> <p>To read books matching phonic ability</p>	<p>and blend the sounds together</p> <p>To read sentences containing tricky words and digraphs</p> <p>To read books matching phonic ability</p>	To read books matching phonic ability	<p>To read words with Phase 3 vowel sounds</p> <p>To read compound words</p> <p>To read longer sentences containing Phase 4 words and tricky words</p> <p>To read books matching phonic ability</p>	<p>To read longer sentences containing Phase 4 words and tricky words</p> <p>To read books matching phonic ability</p> <p>To use a range of strategies to make a plausible attempt at new words</p>
<p>Skill – Writing ELG:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To give meanings to marks made</p> <p>To copy own name</p> <p>To write initial sounds</p> <p>To begin to write CVC words using taught sounds</p>	<p>To write own name</p> <p>To write some words and labels, using taught sounds</p> <p>To begin to use correct letter formation of taught letters</p>	<p>To begin to write sentences, using finger spaces</p> <p>To form lower case letters correctly</p> <p>To spell some taught tricky words correctly</p>	<p>To begin to form upper case letters correctly</p> <p>To experiment with full stops</p>	<p>To more consistently use finger spaces</p> <p>To read their sentence aloud to check it makes sense</p> <p>To use word mats to support writing</p>	<p>To apply phonic knowledge to writing more consistently</p> <p>To spell more taught tricky words correctly</p> <p>To write sentences that can be read by others</p>



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		To begin to apply phonic knowledge to writing			
		To use phoneme mats to support writing			
Mathematics					
Skill – Number					
ELG:					
<ul style="list-style-type: none"> • Have a deep understanding of numbers 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 					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To recognise numbers 0-3	To recognise numbers 0-5	To subitise to 5	To recognise numbers 0-10	To recognise numbers 0-20	To recap number composition to ensure secure understanding
To begin to subitise to 3	To begin to subitise to 5	To find 1 more/less of numbers to 8	To explore the composition of 9 and 10	To begin to recall some number bonds to 10	To solve simple number problems
To find 1 more/less of numbers to 3	To find 1 more/less of numbers to 5	To explore the composition of 6, 7 and 8	To recognise and use number bonds to 5	To begin to use double facts	To develop double facts
To explore the composition of 2 and 3	To explore the composition of 4 and 5	To match the number to the quantity		To recall subtraction facts to 5	
	To begin to recognise number bonds to 5	To begin to recall some subtraction facts			



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<p>Skill – Numerical Patterns ELG:</p> <ul style="list-style-type: none"> 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 the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally 					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To say which group has more	To compare quantities to 5	To count objects to 10	To count to 20	To add numbers	To begin to count to 50
To say which group has less	To compare equal and unequal groups	To compare quantities to 8	To compare quantities to 10	To subtract numbers	To know and recall odd numbers to 10
To compare quantities to 3	To continue to count to 10	To begin to understand the difference between odd and even numbers to 8	To explore odd and even numbers	To order numbers to 20	To know and recall even numbers to 10
To begin to count to 10		To combine 2 groups of objects	To order numbers to 10	To find the missing number in an addition/subtraction problem	To double numbers up to 10
			To count back from 10		To find half of numbers up to 10
			To take away objects and count how many are left		To share quantities equally
					To combine groups of 2s, 5s and 10s
<p>Skill – Shape, Space and Measure ELG – there are no ELGs linked to this part, however, the children will experience activities linked to this skill to develop their mathematical understanding (2D shapes, 3D shapes, money, capacity, length, weight, time).</p>					
<p>Understanding the World</p>					
<p>Skill – Past and Present ELG:</p> <ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society 					



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<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling. 					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To know about own life story</p> <p>To know how I have changed</p> <p>To talk about our families and people around us</p>	<p>To learn about a significant individual</p> <p>To begin to explain some similarities and differences between the past and now (linked to Remembrance and Christmas)</p>	<p>To learn about a significant individual from the past</p> <p>To learn about the past through stories and characters</p>	<p>To make comparisons between the past and now (Farming)</p>	<p>To learn about the past through objects and experiences (Toys)</p> <p>To draw on own experiences and make comparisons (Toys)</p>	<p>To explain some similarities and differences in job roles and settings</p>
<p>Skill – People, Culture and Communities ELG:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 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, non-fiction texts and (where appropriate) maps. 					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To know about our family structure</p> <p>To talk about who is part of our family</p> <p>To identify similarities and differences between ourselves and their peers</p>	<p>To talk about how Hindus celebrate Diwali</p> <p>To learn about the Christmas story and our own experiences of Christmas</p>	<p>To find similarities and differences between our lives and life in another country (Chinese New Year)</p>	<p>To understand the Easter story and its importance for Christians</p>	<p>To use maps of the local area</p>	<p>To discuss different cultures and communities</p> <p>To foster acceptance and respect for differences across the world</p>



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<p>To know where we live</p> <p>To know the name of the village our school is in</p> <p>To begin to know that there are many countries in the world (Language and Culture Day)</p>					
<p>Skill – The Natural World</p> <p>ELG:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants • 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 					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To ask questions about the natural environment</p> <p>To respect and care for the natural environment</p>	<p>To observe and describe the signs of Autumn</p>	<p>To observe and describe the signs of Winter</p> <p>To begin to understand changing states of matter (freezing)</p> <p>To make comparisons with a contrasting environment (Polar Lands)</p>	<p>To observe and describe the signs of Spring</p> <p>To identify and draw animals (Farming)</p>	<p>To make observations and discuss changes (Plants)</p> <p>To make accurate drawings of plants</p>	<p>To observe and describe the signs of Summer</p> <p>To make accurate drawings of animals</p>



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Expressive Arts and Design

Skill – Creating with Materials

ELG:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role-playing characters in narratives and stories

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To name colours</p> <p>To experiment with mixing colours</p> <p>To create simple representations of people and objects</p> <p>To role-play using given props and costumes</p>	<p>To explore different techniques for joining materials (glue, tape)</p> <p>To use colours for a particular purpose</p> <p>To use cooking equipment</p>	<p>To experiment with different mark-making media (oil pastels, crayons, paint)</p> <p>To know the names of tools</p> <p>To start designing</p>	<p>To mix paint to achieve a particular colour</p> <p>To select own props and materials when role-playing</p>	<p>To plan and talk about our designs</p> <p>To talk about our finished work</p> <p>To use artists work to inspire our own creations</p>	<p>To suggest some improvements or changes to our finished work</p> <p>To explain the process and functions of tools</p>

Skill – Being Imaginative and Expressive



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ELG:

- Invent, adapt and recount narratives and stories with peers and adults
- 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

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To sing songs with repetition (nursery rhymes)	To use body percussion	To recount and retell stories with peers, developing confidence	To learn and perform in a different setting (Church)	To move in time to music and learn dance routines	To write own poems based on previous ones learnt
To join in with singing assemblies	To learn and perform songs and stories as an ensemble (Nativity)	To begin to play a selection of percussion instruments	To learn about different genres of music with characters and stories	To develop confidence when playing percussion instruments in a group	To create own compositions
To perform songs during services (Harvest)	To build a repertoire of songs				

Technology

Although technology is no longer included within the Early Learning Goals, we think it is an important part of the Early Years Curriculum. As a result, children will be taught skills such as navigating using a mouse, keyboard and typing recognition, opening and closing programmes, taking photographs using cameras and tablets, programming Beebots to follow commands and instructions. Children will also learn about Online Safety including asking permission from an adult, safe use of the internet, appropriate and inappropriate content and how to report this to a trusted adult through talking.