

EYFS Skills and Knowledge Progression Map.

PRIME AREAS

Communication and Language							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELGs
Reception Skills	To talk about themselves. To sing songs. To speak about a range of texts.	To compare different celebrations. To make comments about their observations.	To describe features of traditional stories. To talk about healthy foods. To talk about exercise in staying healthy.	To describe familiar texts with detail and using full sentences. To ask questions.	To label and sort living things. To describe habitats.	To be able to order a life cycle. To be able to give facts about a specified subject.	<p>Listening and Understanding. *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 interaction.</p> <p>*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 peers.</p> <p>Speaking. *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>*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>
Reception Knowledge	To know about others. To know familiar songs. To retell different stories.	To know about different celebrations. To begin to talk about why things happen using new vocabulary learnt.	To know different traditional stories. To know a range of healthy food and exercise. Express their ideas and feelings about their experiences.	To know different features of texts. To talk confidently about why things happen using new vocabulary learnt. To engage in meaningful conversations with others.	To name and sort a range of living things. To be able to talk about different habitats. To engage in meaningful conversations with others.	To know different life cycles. To know a range of facts. To engage in meaningful conversations with others.	
Personal, Social and Emotional Development							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals

Reception Skills	To know and demonstrate friendly behaviour.	To learn about different celebrations.	To learn right from wrong.	To understand that people need help.	To describe a range of different habitats around the world.	To learn about the different family structures.	<p>Self-Regulation.</p> <p>*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>*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.</p> <p>Managing Self.</p> <p>*Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>*Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Building Relationships.</p> <p>*Work and play cooperatively and take turns with others.</p> <p>*Form positive attachments to adults and friendships with peers.</p> <p>*Show sensitivity to their own and to others' needs.</p>
	<p>To understand how to be a good friend.</p> <p>To learn to join in with whole group activities.</p> <p>To choose an activity independently.</p>	<p>To learn about important dates in their lives.</p>	<p>To understand how to make the right choices and the consequences of not making the right ones.</p>	<p>To identify ways of being helpful to others and how this will make them feel.</p>			
Reception Knowledge	To describe and show friendly behaviour.	To be able to talk about different celebrations.	To be able to talk about why a character has made a poor choice and what the consequences are.	To talk about the effect my behaviour has on others.	To talk about the world that we live in and how there are similarities and differences when looking at different aspects.	To be able to talk about the relationships they have at home with their family and friends.	
	<p>To begin taking turns with their friends.</p>	<p>To understand why different people celebrate different things.</p>	<p>To be able to talk about how the character could have made a better choice.</p>				
Physical Development							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Reception Skills	<p>To use a dominant hand.</p> <p>To begin to form recognisable letters.</p>	<p>To use a dominant hand.</p> <p>To begin to use anticlockwise movement and retrace vertical lines.</p>	<p>To show good practice with regard to exercise, eating, sleeping and hygiene.</p>	<p>To handle tools, objects, construction and malleable materials safely and with increasing control.</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly.</p>	<p>To show good control and co-ordination in large and small movements.</p>	<p>Gross Motor Skills.</p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others.</p>

	To use climbing equipment safely and competently.	To use climbing equipment safely and competently. To negotiate space effectively.	To be able to balance and coordinate safely. To negotiate space effectively.	To negotiate space effectively.	To show good control and co-ordination in large and small movements.		*Demonstrate strength, balance and coordination when playing. *Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Reception Knowledge	To know which hand to write with. To know how to use the trim trail safely. To know how to use scissors effectively.	To know how to make anticlockwise movement and retrace vertical lines. To know how to use the trim trail safely. To know how to use scissors effectively.	To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health. To know how to use scissors effectively.	To know why it is important to handle different apparatus safely. To know how to use scissors effectively.	To know how to form letters correctly. To know how to use scissors effectively.	To know how to handle a range of equipment and tools effectively. To know how to use scissors effectively.	Fine Motor Skills. *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, paint brushes and cutlery. *Begin to show accuracy and care when drawing.
Literacy – Specific Area.							
	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2	Early Learning Goals
Reception Skills	Listening to and identifying sounds in the environments. Listening to and hearing initial sounds in familiar words.	Listening to and hearing sounds in small words. To identify sounds in words when writing.	Listening to and hearing sounds in CVC and CVCC words. Identifying sounds from the alphabet chant.	To think of and write a short, simple sentence. Listening to and hearing sounds in CVC and CVCC words.	To think of and write a short, simple sentence. Listening to and hearing sounds in CVC and CVCC words.	To think of and write a short, simple sentence. Listening to and hearing sounds in CVC and CVCC words.	Comprehension *Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

	To identify sounds phonemes. Listens to familiar stories and able to recall some facts.	Listens to familiar stories and able to recall facts.	Listens to stories and is beginning to anticipate what may happen next.	Identifying sounds, including phonemes and other digraphs on a sound mat. Listens to stories and is beginning to anticipate what may happen next.	Identifying sounds, including phonemes and other digraphs on a sound mat. Checking written work and making any changes where necessary.	Identifying sounds, including phonemes and other digraphs on a sound mat. Checking written work and making any changes where necessary.	*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.
Reception Knowledge	Knowing that words can be written. Knowing the sounds that the taught letters make. Knowing what the taught letters looks like. Begin to know how to write the taught letters. Knows how to sequence familiar stories.	Knowing that words can be written. Knowing the sounds that the taught letters make. Knowing what the taught letters looks like. Knowing how to write the taught letters. Recognising taught HFW in text. Knows how to sequence familiar stories.	Knowing that words can be written. Knowing the sounds that the taught letters make. Knowing what the taught letters looks like. Knowing how to write the taught letters. Recognising taught HFW in text. Knows how to spell some familiar words.	Knowing the sounds that the taught phonemes make. Knowing what the taught phonemes look like. Knowing how to write the taught letters. Recognising taught HFW in text. To know that a sentence starts with a capital letter and ends with a full stop. Knows how to spell some familiar words.	Knowing the sounds that the taught phonemes make. Knowing what the taught phonemes look like. Knowing how to write the taught letters. Recognising taught HFW in text. To know that a sentence starts with a capital letter and ends with a full stop. Knowing that sentences can be extended by using a connective Uses learnt words and phrases to discuss familiar stories or during role play. Knows how to spell some familiar words.	Knowing the sounds that the taught phonemes make. Knowing what the taught phonemes look like. Knowing how to write the taught letters. Recognising taught HFW in text. To know that a sentence starts with a capital letter and ends with a full stop. Knowing that sentences can be extended by using a connective. Uses learnt words and phrases to discuss familiar stories or during role play.	*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. Writing. *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.

Maths – Specific Area

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Reception Skills	To count up to 5 objects with 1:1 correspondence. To match quantities to numeral. To begin to recognise numbers automatically on a dice/card to 5.	To find the total of 2 groups of objects. To order numbers to 10. To identify 2D shapes and talk about their properties.	To use non-standard units to measure length, weight and capacity. To use money during role play activities to buy items. To begin to explore number bonds to 5.	To use objects to solve addition and subtraction problems. To share objects between a group of people equally. To explore number bonds to 5.	To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line. To know that to double a number is to add the same amount.	To know addition and subtraction problems can be solved by counting forwards or backwards on a number line. To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity.	Number *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

	<p>To identify 2D shapes and talk about their properties.</p> <p>To begin to be able to recognise and talk about simple patterns.</p>	<p>To begin to recognise numbers automatically on a dice/card to 5.</p> <p>To be able to count to 10 independently.</p> <p>To be able to recognise and talk about simple patterns.</p>	<p>To be able to count to 10 independently.</p> <p>To know how to use positional language in the appropriate context.</p>	<p>To know that sharing equally means everyone has the same amount.</p>	<p>To know that to halve a number you have to split it up into two equal parts.</p> <p>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity.</p>	<p>To make observations of and compare length, weight and capacity.</p> <p>To know how to recognise patterns in numbers.</p>	<p>subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical 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 the other quantity.</p>
<p>Reception Knowledge</p>	<p>To say the number names to 10 in order.</p> <p>To recognise number to 10.</p> <p>To write numbers to 10, forming them correctly.</p>	<p>To know that addition involves combining two or more groups of objects.</p> <p>To begin to read addition number sentences.</p> <p>To say number names to 10 in order.</p> <p>To know the names of 2D shapes. To know that 2D shapes can have sides and corners</p> <p>To say the days of the week in order.To begin to say the months of the year in order</p> <p>To know that patterns are repeated designs.</p>	<p>To know that length, capacity and weight can all be measured.</p> <p>To know that money can be used to buy items.</p> <p>To understand and use a range of prepositions in everyday contexts.</p>	<p>To know that addition involves combining two or more groups of objects.</p> <p>To read addition number sentences.</p> <p>To know that subtraction involves removing an object from a group.</p> <p>To be able to count, order and recognise numbers to 10.</p> <p>To use a number line to help solve simple addition and subtraction number problems To be able to share a group of objects equally.</p>	<p>To know that the word 'more' indicates that the group is getting larger.</p> <p>To know that the word 'less' indicates that a group is getting smaller.</p> <p>To be able to count, order and recognise numbers to 10.</p> <p>To count forwards and backwards to 20.</p> <p>To know that length, weight and capacity can be measured using standard units.</p> <p>To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts.</p> <p>To know that sharing equally means everyone has the same amount of an object.</p> <p>To know that the long hand represents the minutes and the short hand represents hours.</p>	<p>To know the names of some 3D shapes.</p> <p>To know the names of basic 2D shapes.</p> <p>To know the names of basic 3D shapes.</p> <p>To know that 2D shapes can have corners and side.</p> <p>To know that 3D shapes can have faces, vertices and edges.</p> <p>To know the names of some 3D shapes.</p> <p>To know that addition involves combining groups of objects.</p> <p>To read number addition sentences.</p> <p>To be able to count, order and recognise numbers to 10.</p> <p>To remember how to skip count in 2's/5's and 10's.</p> <p>To know the difference between odd and even.</p>	<p>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

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Understanding of the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Reception Skills	<p>To talk about the changes, they observe in their environment.</p> <p>To be able to recount changes within living memory.</p> <p>I can discuss daily weather. seasons.</p>	<p>To talk about the changes they observe in their environment – Seasons link.</p> <p>To be able to differentiate between nocturnal and diurnal animals.</p> <p>Answer basic questions about the past. (Remembrance Day) (Paper dolls)</p> <p>Talk, draw or write about aspects of the past.</p>	<p>To identify and sort healthy/unhealthy foods.</p> <p>To identify and group a range of fruits and vegetables.</p> <p>To talk about a special event in their life.</p> <p>Sort information using Venn Diagrams.</p> <p>Know that their own experiences differ to those of others.</p> <p>Identify some similarities and differences between ways of life in different periods.</p> <p>I can talk about features of my own immediate environment and how environments may vary from one another</p>	<p>To identify and sort healthy/unhealthy foods.</p> <p>To identify and group a range of fruits and vegetables.</p> <p>To talk about a special event in their life.</p> <p>Sort information using Venn Diagrams.</p> <p>Know that their own experiences differ to those of others.</p> <p>Identify some similarities and differences between ways of life in different periods.</p> <p>I can talk about features of my own immediate environment and how environments may vary from one another</p>	<p>Making treasure maps to direct friends to a 'goal'. Exploring maps of the world.</p> <p>Talking about the life cycle of plants and animals and what they need to survive.</p> <p>Exploring a range of habitats, looking at why the animal lives like that.</p> <p>Understand key features of events.</p> <p>I can explain why geographic changes occur.</p> <p>I can ask questions about their familiar world (where they live or the natural world).</p>	<p>Making treasure maps to direct friends to a 'goal'. Exploring maps of the world.</p> <p>Talking about the life cycle of plants and animals and what they need to survive.</p> <p>Exploring a range of habitats, looking at why the animal lives like that.</p> <p>Understand key features of events.</p> <p>I can explain why geographic changes occur.</p> <p>I can ask questions about their familiar world (where they live or the natural world).</p>	<p>Past and Present.</p> <p>*Talk about the lives of the people around them and their roles in society.</p> <p>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities.</p> <p>*Describe their immediate environment using knowledge from</p>

			I can make observations and express their views of the environment.			observation, discussion, stories, non-fiction texts and maps.
Reception Knowledge	To know that they have a family unit that can/will change over time. To name members of their family.	To know that people around the world have different religions. To know that some animals are nocturnal. To identify who they are, that they are an individual. To try and understand that things change over time.	To know that some foods are unhealthy. Sorting healthy and unhealthy foods. To know the names of common fruits and vegetables. To know that humans and other animals can grow. To know that Christians celebrate Easter. To identify members of the community who help us. To be able to say how members of the community help them. To identify and talk about a time when someone has helped them. To be able to say what the reasons and results are of people helping us. To know that there are many countries around the world.	To select appropriate materials according to their properties. To name and identify a range of different materials and to know how they are used in familiar environments. To explain why geographic changes occur. To begin to understand that things change over time. To begin to understand that things happened a really long time ago. To know that dinosaurs no longer exist. To know what they ate and where they lived.		*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 – when appropriate – maps. The Natural World. *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.
Skills	Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.					
Knowledge	Children will explore the concept of similarities and differences in their immediate world. This includes talking about their friends and the adults around them to explore how and why they may be similar or different. They will explore why people are different, for example, does the person next to them go to the same place of worship, if not, then why not. Children will learn about why special foods are eaten and their significance.					

Expressive Arts and Design							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Reception Skills	To remember the words to a range of songs. To give meaning to the marks that are made. To explore the different sounds of a range of instruments.	Uses simple tools and techniques competently and appropriately.	To explore and recreate Aboriginal Art. To draw a range of plants and fruits. To use resources to create own props.	To use a range of resources to create own props to aid role play. To plan, carry out and evaluate and change where necessary. Manipulates materials to achieve a planned effect.	To use what they have learnt about media and materials in an original way and be able to explain their choices. Selects appropriate resources and adapts work where necessary.	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To move along to the beat of a familiar song.	Creating with Materials. *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.

			Constructs with a purpose in mind, using a variety of resources. To effectively use instruments to tap a simple beat.	To effectively use instruments to tap a simple beat.	To move along to the beat of a familiar song.		*Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive *Invent, adapt and recount narratives and stories with peers and their teacher.
Reception Knowledge	To learn a range of songs. For children to be able to safely construct with a purpose and evaluate their designs. To show awareness of how to use musical instruments appropriately.	To learn the names of different tools and techniques that can be used to create Art. To experiment with creating different things and to be able to talk about their uses. To show awareness of how to use musical instruments appropriately. To know how different colours and materials can be used to create things.	To understand that pictures can be created by making observations or by using imagination. To use paints, pastels and other resources to create observational drawings. For children to be able to safely construct with a purpose and evaluate their designs. To be able to play instruments along to a simple beat.	To use a range of props to support and enhance role play. To identify and select resources and tools to achieve a particular outcome. To be able to play instruments along to a simple beat.	To know the different uses and purposes of a range of media and materials. For children to be able to safely construct with a purpose and evaluate their designs.	To describe ways of safely using and exploring a variety of materials. Selects tools and techniques needed to shape, assemble and join materials they are using.	*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.
Reception Music Skills	Explore singing at different speeds and pitch to create moods and feelings. Explore the different sounds instruments can make.	Discover how to use the voice to create loud/soft sounds. Choose an instrument to create a specific sound.	Sing echo songs and perform movements to a steady beat. Play instruments to a steady beat and understand how to hold and play an instrument with care. Listen to music and respond by using hand and whole-body movements. Listen to different sounds (animal/water etc) and respond with voice and movement.	To know how to use our body to show high and low sounds. To explore how to use voice to create high and low sounds	Express feelings in music by responding to different moods in a musical score. Choose different instruments including the voice to create sound effects in play. Experiment performing songs and music together with body movements to a steady beat.	To clap rhythmic patterns To understand that pictures represent different clapping patterns.	
Reception Music Knowledge	To know many songs and be able to sing them off by heart using actions.						

To understand sounds can be changed and to experiment changing them.