



Early Years Foundation Stage Progression of Skills

Progression of Communication and Language

Skill	<u>Autumn 1</u> All about me Seasons	<u>Autumn 2</u> Light and dark Space	<u>Spring 1</u> Our planet Dinosaurs	<u>Spring 2</u> Transport/ people who help us UK animals / farms	<u>Summer 1</u> Animals (all types) Habitats Growing	<u>Summer 2</u> Minibeasts Being healthy	<u>Early Learning Goal</u>
Listening, Attention and Understanding	To understand how to listen carefully to stories. To understand why it is important to listen. To be able to follow directions. To stop and listen carefully for environmental	To engage in story times, joining in with repeating phrases and actions. To begin to understand how and why questions. To respond to instructions that have	To ask questions to find out more. To begin to understand humour. To understand a range of complex sentence structures.	To retell a story. To follow a story without pictures or props. To engage in roleplay and imaginary play scenarios. Taking turns and listening	To understand questions such as: who, what, when, where, why and how. To have an understanding of prepositions.	To have conversations with adults and peers with back-and-forth exchanges. To be able to explain why it is important to pay attention by looking and listening when others are speaking.	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



Speaking	sounds To respond to instructions that have one step.	more than one step.		to their friends.			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.
	To talk and share ideas in a small group. To talk to the class teacher and LSA's. To learn new vocabulary.	To answer questions in front of larger groups. To share ideas within larger groups.	To develop the confidence to talk to other adults that they see around school. To talk in sentences using	To share their work to the class. Children stand in front of the class and share their pieces of work, show and tell.	To link statements and stick to a main theme. To use language to organise, sequence and clarify thinking, ideas, feelings and events.	To talk to different adults around school. To talk about why things happen. To talk in structured sentences,	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for



	To develop confidence to ask questions.	To use new vocabulary throughout the day. To develop confidence to predict and share story language.	conjunctions such as; 'and' and because.	To use new vocabulary in different contexts. To use language to imagine and recreate roles and experiences within play.	To use story language during class inputs. To engage in non-fiction books.	using a range of tenses. To link statements and stick to main themes during conversations.	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.
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Progression of Personal, Social and Emotional Development							
Self-regulation	To recognise different emotions.	To begin to talk about how they are feeling.	To talk about their feelings.	To identify and moderate their own feelings socially and emotionally.	To control their emotions using a range of techniques.	To maintain focus during extended whole class carpet time.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
	To understand how people show emotions.	To begin to consider the feelings of others.	To focus during longer carpet inputs.	To consider the feelings and needs of others.	To set a target and work towards achieving this goal with support throughout the process.	To follow instructions of three steps or more.	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
	To focus during short carpet inputs.	To adapt behaviour to a range of situations.	To follow two step instructions.	Talks about their own and others' feelings and behaviour and its consequences.	Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.		Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and
	To follow simple one step instructions.	To follow class charter with increased independence.	Understands their own and other people's feelings, offering empathy and comfort.				
	To create and follow class charter with support.						



Managing self							show an ability to follow instructions involving several ideas or actions.
	To wash hands independently. To put a coat on and zip it up with support. To independently put on wellies or shoes for forest school. To explore different areas of the Year R classrooms. To identify when they need the toilet.	To develop class expectations and understand why we need to have them. To independently put their coat on. To independently put their school shoes on and do them up. To begin to show confidence to try new activities.	To be confident to have a go and try new activities. To begin to show resilience and preserve when finding something tricky. To practise using a zip. To practise doing up buttons. To ask for help when needed.	To be confident to have a go and try new activities. To begin to show resilience and preserve. Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group.	To identify and name healthy foods. To understand and show how we keep our teeth healthy. To manage their own basic needs independently. Shows confidence in choosing resources and perseverance in carrying out a chosen activity. Shows some understanding	To understand why we make healthy food choices. To show resilience and perseverance in the face of a challenge. To have a 'can do' attitude. Can describe their competencies, what they can do well and are getting better at; describing themselves in	Be confident to try new activities and show independence, 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



	Has a clear idea about what they want to do in their play and how they want to go about it.	To have a go at putting dressing up clothes on. To use the toilet independently. Can name and identify different parts of the body. Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad.	Recognises that they belong to different communities and social groups and communicates freely about own home and community.		that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health.	positive but realistic terms. Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience.	to the toilet and understanding the importance of healthy food choices.
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Building relationships	To seek support from adults when needed.	To be confident when speaking to peers and adults.	To begin to work as a group with support.	To share and take turns with toys.	To listen to other children and agree on a solution and compromise.	To play with other children.	Work and play cooperatively and take turns with others;
	To begin to gain confidence when speaking to peers and adults.	To play with children who are playing in the same area.	To use taught strategies to support turn taking.	To listen to other children's ideas and work together.	To work as a group.	To have strong friendships.	Form positive attachments to adults and friendships with peers;
	To begin to understand sharing and taking turns, with support.	To begin to develop friendships.	To have the confidence to initiate play with other children.	Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.	To begin to develop relationships with other adults around the school.	To have the confidence to communicate with other adults around the school.	Show sensitivity to their own and to others' needs.
	Is proactive in seeking adult support and able to articulate their wants and needs.	To have positive relationships with all Year R staff.	Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others.		Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support.	Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.	



Progression of Physical Development							
Gross Motor	To move safely in a space.	To develop control when using large physical equipment (tyres, crates and planks)	To move large physical resources safely (with some adult support)	To move and use a range of large physical resources safely (with some adult support)	To use counting to help to stay in time with music when copying and creating actions.	To move and use a range of large physical resources safely (with some adult support)	Negotiate space and obstacles safely, with consideration for themselves and others;
	To stop safely.						
	To have a go at using equipment after being modelled.	To develop control when using small physical equipment (hoops, balls, scarves, skipping ropes and beanbags)	To develop accuracy when throwing to a target.	To create short sequences using shapes, balances and travelling actions.	To move safely with confidence, imagination, communicating ideas through movement.	To develop accuracy when throwing and practise keeping score.	Demonstrate strength, balance and coordination when playing;
	To follow paths and take turns.		To roll and track a ball (of any kind).	To balance and safely use apparatus.	To move with control and coordination, expressing ideas through movement.	To follow instructions and move safely when playing tagging games.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	To have a go at working with a partner.		To dribble a ball (of any kind) using their hands.	To develop rocking and rolling.			
	Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling,	To work co-operatively with a partner. (To be able to take-turns)	To throw and catch with a partner.	To explore travelling around, over and through apparatus.	To remember and repeat actions, exploring pathways and shapes.	To learn to play against an opponent.	
		To balance.					
		To run and stop.					
		To change direction.	To dribble a ball (of any kind) using feet.	To create short sequences linking actions	Shows confidence and skill moving around, under, over and through	To play by the rules and develop coordination.	
		To jump and hop.					



	walking, running, jumping, skipping, sliding and hopping.	To explore different ways of travel using equipment.	To kick a ball (of any kind) towards a target.	together and including apparatus.	balancing and climbing equipment.	To work cooperatively as a team.	
		Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk.	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.			Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	
Fine motor	To begin to mark make.			To hold scissors correctly and cut out shapes.	To use a tripod grip when mark making and writing.	To write letters using the correct letter formation.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
	To use play dough, to roll, squash and cut.		To hold scissors correctly and cut a curved line.	To begin to write letters independently, using the correct letter formation.	To have a go at cutting their food.	To hold scissors correctly and cut various materials and shapes.	Use a range of small tools,
	To have a go at using tweezers to move small objects.	To use a dominant hand.	To thread small beads.	To use peg boards and	To write recognisable letters using the correct letter formation.	To create drawings with details.	



	To have a go at threading large beads. To use large pegs. To have a go at tracing / copying their name. To have a go at using scissors to snip paper. To paint using large brushes. To hold a fork and spoon correctly.	using mark making tools. To mark make using different shapes. To create and attach meaning to marks using pencils and crayons. To hold scissors correctly and have a go at cutting in straight lines and zig zag lines. To begin to use tripod grip with support, when mark making. To accurately draw lines, circles and shapes to draw pictures.	To use small pegs. To use tweezers to move objects. To have a go at writing letters independently, using the correct letter formation.	bands to create shapes. To begin to hold a knife correctly and use to cut food with support.	To paint using thinner brushes.	To independently use a knife, fork and spoon to eat a range of meals.	including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing.
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		To have a go at tracing letters and writing letters using the correct letter formation.					
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Progression of Knowledge and Understanding of the World							
Past and Present	To know about my own life story.	To talk about the lives of the people around us.	To know some similarities and differences between things in the past and now.	To talk about the lives of the people around us.	To know some similarities and differences between things in the past and now.	To know some similarities and differences between things in the past and now.	Talk about the lives of the people around them and their roles in society;
	To know how I have changed.	To know about events in the past (Remembrance day)	To know about my own life story.	To know that emergency services exist and what they do.	Drawing on experiences and what has been read in class.	Drawing on experiences and what has been read in class.	Know some similarities and differences
	To know that emergency services exist and what they do.	To know about figures from the				(Transition)	



People, Cultures and Communities	Talks about past and present events in their own life and in the lives of family members. To know about family structures and talk about who is part of their family.	past. (Neil Armstrong) Drawing on experiences and what has been read in class. (Christmas, Diwali, Halloween, etc.) To talk about how Hindus celebrate Diwali.	To know how I have changed. To talk about Chinese New Year.	To know some similarities and differences between things in the past and now. (Transport) To know that Christians celebrate Easter.	To know that in other countries people speak different languages – explore different	To know there are many countries around the world. To know that other countries look different to England. To know that in other countries people speak different languages – explore different ways to say hello. To know that simple symbols are used to identify features on a map.	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. Describe their immediate environment using knowledge from
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	To identify similarities and differences between themselves and peers. To know that in other countries people speak different languages – explore different ways to say hello. Enjoys joining in with family customs and routines. To know the name of the town the school is in. To know features of the immediate environment.	To create their own Diva lamp and mehndi pattern. To talk about the Nativity story and how it is celebrated. To know that people around the world have different religions. Knows about similarities and differences between themselves and others and among families, communities, cultures and traditions. To know that in other countries people speak different	To have a go at writing Chinese numbers. To know that in other countries people speak different languages – explore different ways to say hello. To know there are many countries around the world.	To recognise new signs of life – Spring. To know that in other countries people speak different languages – explore different ways to say hello.	ways to say hello.		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
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The Natural World	To know the name of the town the school is in.	languages – explore different ways to say hello.					other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
	To ask questions about the natural environment.	To know about and recognise the signs of Autumn.	To know and recognise the signs of Winter.	To know and recognise the signs of Spring.	To know about features of my own immediate environment and how they might vary from another.	To know about features of my own immediate environment and how they might vary from another.	Explore the natural world around them, making observations and drawing pictures of animals and plants;
	To respect and care for the natural environment.	To know about features of the world and Earth.	To know some important processes and changes in the natural world, including states of	To plant wild flower seeds.	To know that some things in the world are man-made and	To know about different habitats.	Know some similarities and
	To explore the outdoor area in forest school.	Looks closely at similarities,		To plant beans.			
				To observe the growth of			



Technology	To know and understand the forest school rules for keeping safe. Talks about the features of their own immediate environment and how environments might vary from one another.	differences, patterns and change in nature.	matter. (Freezing) To know some important processes and changes in the natural world including states of matter. (melting, sinking and floating).	seeds and talk about the changes. To know how to care for growing plants. To learn the life cycles of plants.	some things are natural. Makes observations of animals and plants and explains why some things occur and talk about changes. Knows about similarities and differences in relation to places, objects, materials and living things. To learn the life cycle of a duck or chick.	To learn the life cycle of a butterfly. To know that some animals are nocturnal. To know and recognise the signs of Summer.	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.
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	To show an interest in technological toys such as the interactive whiteboard, iPads, toys with pulleys and buttons. To learn about e-safety.	To know how to operate simple equipment – Interactive whiteboard. To draw pictures on the interactive whiteboard and change colours. To learn about e-safety.	To access and understand how to use a range of technology within the Year R area – Interactive whiteboard and iPads. To learn about e-safety.	To use the interactive whiteboard to change games and videos. To learn about e-safety.	To explore how to use a Beebot. To learn about e-safety. To complete a simple program on electronic devices.	To give reasons to why we need to stay safe online and how we can stay safe. To have a go at programming the Beebots to follow a path.	
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Progression of Expressive Arts and Design



Creating with materials	To name colours.	To use colours for a particular purpose.	To experiment with different mark making tools such as art pencils, pastels and chalks.	To use natural objects to make a piece of art in forest school.	To draw more detailed pictures of people and objects.	To know some similarities and differences between 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; Make use of props and materials when role playing characters in narratives and stories.
	To experiment with mixing colours.	To share their creations.		To share creations and talk about the process.	To manipulate materials.	To learn and compare different materials and their outcome.	
	To create simple representations of people and objects.	To explore different techniques for joining materials. (Glue stick, PVA and masking tape)	To explore different techniques for joining materials. (Glue stick, PVA, masking tape, tape)	To create observational drawings.	To explore different techniques for joining materials. (Glue stick, PVA, masking tape, tape, split pins)	To explore, use and refine a variety of artistic effects to express their ideas and feelings.	
	To draw and colour with pencils and crayons.		To know how to work safely and hygienically.	To explore different techniques for joining materials. (Glue stick, PVA, masking tape, tape, split pins)	To know how to work safely and hygienically.		
	To role-play using given props and costumes.	To use junking modelling to create a spaceship.	To use non-statutory measures. (Spoons, cups)	To know how to work safely and hygienically.	To use non-statutory measures. (Spoons, cups)	To explore different techniques for joining materials. (Glue stick, PVA, masking tape, tape, split pins and string)	
	To explore different techniques for joining materials. (Glue stick and PVA)	To know how to work safely and hygienically.	To use different materials and resources to create a planet.	To use non-statutory measures. (Spoons, cups)	To begin to plan what they are going to make.		



	To know how to work safely and hygienically. To use non-statutory measures. (Spoons, cups) To use different construction materials. To use paint to create a self-portrait.	To use some cooking techniques. Children to help make gingerbread men and decorate them. To use paint to create wrapping paper to wrap up boxes for the Christmas role-play. To create star backgrounds using prints. talk about the process. Begins to build a collection of songs and dances.		To use some cooking techniques. Children to make and try pancakes. To begin to make props and costumes for the role play area. Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to.	Develop their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.	To know how to work safely and hygienically. To use non-statutory measures. (Spoons, cups) To create animal masks. To continue an animal print. To create sunset watercolour paintings.	
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Being imaginative and expressive	To sing and perform nursery rhymes.	To perform songs with actions in the Christmas play.	To create musical patterns using a range of instruments.	To listen to and associate genres of music with characters and stories.	To learn dance routines.	To create their own music pieces using instruments.	Invent, adapt and recount narratives and stories with peers and their teacher;
	To experiment with different instruments and their sounds.	To pitch match.	To begin to create costumes and resources for role play.	To create costumes and resources for role-play.	To follow dances.	To invent their own narratives and making costumes and resources for role play.	Sing a range of well-known nursery rhymes and songs;
	To talk about whether they like or dislike a piece of music.	To move in time to music and follow dance patterns.	Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes.	Use combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping.	To act out well known stories.	Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative	Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
	To create musical patterns using body percussion.	To use costumes and resources to act out narratives.			To create narratives based around stories.		
		Creates representations of both imaginary and real-life ideas, events, people and objects.					
	To use costumes and resources to act out narratives.						