EYFS Progression of Skills - Reception

'The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes ***teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life***.'

This document maps out the progression of skills from Autumn 1 to Summer 2 for each area of learning, prime and specific. It is closely linked to the Curriculum Mapping document which identifies projects, vocabulary and knowledge learning from Nursery through to Year 1.

Teachers in Reception will use this document to plan Project Learning Overviews which identify, more specifically, the content of the project learning and what children at the expected standard will know. Knowledge Organisers are also written to share learning with parents at the beginning of each new project.

Although the objectives have been mapped progressively across the year for Reception children, it is important to note that in line with the EYFS curriculum, these objectives are taught holistically throughout the whole year, building on prior knowledge and experience through a spiral curriculum approach. In every half term, the objectives of the previous half term are revisited, built upon and inspired, facilitated and encouraged through all areas of learning, ensuring a spiral curriculum approach with ambitious progression. This is in line with our school aim of developing confident, fluent, articulate and independent learners.

Communication and Language

ELG Listening, Attention 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 interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention and Understanding	To understand how to listen carefully. To understand why listening is important. To be able to follow instructions/directions.	To engage in story times, joining in with repeated phrases and actions. To begin to understand how and why questions.	To ask questions to find out more. To begin to understand humour.	To retell a story. To follow a story without pictures of props.	To understand questions such as who, what, where, when, why and how.	To have conversations with adults and peers with back and forth interactions.

		To respond to instructions with more than one step.	To understand a range of complex sentence structures.			
Speaking	To talk in front of a small group. To talk to their teacher and other supporting adults. To learn new vocabulary linked to the project learning.	To answer questions in front of a whole class. To use new vocabulary throughout their learning and play.	To develop confidence to talk to other adults they know at school. To talk in sentences using a conjunction e.g. and or because.	To share their work with others. To use new vocabulary in a range of contexts. To engage in non-fiction books.	To link statements and stick to a main theme. To use talk to organise, sequence and clarify their thinking, ideas, feelings and events.	To talk to a range of adults around the school. To talk about why things happen, To talk in sentences using a range of tenses.

Personal, Social and Emotional Development

ELG Self - Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG Managing Self

- 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 to the toilet and understanding the importance of healthy food choices.

ELG Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Regulation	To recognise different emotions. To understand how people show emotions. To focus during short whole class activities. To follow one-step instructions.	To talk about how they are feeling; comfortable, uncomfortable. To consider how others are feeling and how their behaviour affects that. To change their behaviour to a range of situations.	To maintain their focus during longer whole class input sessions. To follow an instruction which involves more than one step.	To manage their feelings and emotions using our PATHS approach e.g. stop, give yourself a cuddle, take a deep breath and talk about the problem and their feelings. To continue to consider the needs and feelings of others.	To continue to learn how to manage and control their emotions using a range of techniques e.g. PATHS approach e.g. stop, give yourself a cuddle, take a deep breath and talk about the problem and their feelings.	To be able to maintain their focus during extended whole class teaching sessions and independent learning activities.
Managing Self	To independently be able to - Use the toilet - Wash hands - Put coat on - Change shoes into wellington boats	To have confidence to try new activities. To develop ability to follow the rules of the classroom – STAR. To begin to understand the	To begin to show resilience and perseverance when faced with a challenge. To independently manage to fasten a zipper on a coat.	To identify and name healthy foods. To understand the importance of healthy food choices.	To show a good level of independence in their ability to manage their own basic needs. To independently put their uniform on including	To show a 'can do' attitude to change and transition.

	To explore the Reception environment. To begin to understand the rules of a classroom – STAR.	Guiding Star principles.	To independently manage to fasten button.		managing to fasten zippers, buttons and buckles with minimal support.	
Building Relationships	To seek support from adults when needed. To gain confidence to speak to others in their class and to adults. To play with children who are playing with the same activity.	To identify adults who are 'safe adults', which they can speak to if they are feeling uncomfortable. To begin to develop friendships. To begin to develop positive relationships with Reception staff.	To begin to work as a group with support from adults. To take turns during group work and when playing games together.	To listen to the ideas of others. To find solutions to disagreements, with support from adults.	To develop relationships with other adults around the school – to support transition. To communicate with a range of people within school.	To listen to the ideas of others and show the ability to find solutions and compromise during teamwork activities or during play. To have developed strong friendships.

Physical Development

ELG Gross Motor Skills

- 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.

ELG 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Area	Autumn 1	Autumn 2	Spring 1 - Dance	Spring 2 - Gymnastics	Summer 1 - Games	Summer 2 – Ball Skills
Gross Motor Skills	To move safely within a given space. To stop safely. To develop control when using basic equipment e.g. scissors.	To run, change direction and stop on a given signal. To jump, hop, balance and move in a variety of ways with increasing control.	To demonstrate control over their body when moving around the hall. To create short sequences using shapes, balances and travelling movements. To developing rocking and rolling. To safely explore apparatus, balancing, travelling and jumping safely; around, over and through.	To move in time to a piece of music, following the rhythm and use counting to help keep in time. To copy and create actions in time to a piece of music. To communicate ideas through movement, demonstrating confidence and imagination.	To play by rules given and develop co-ordination. To learn to play as a team. To learn to play against an opponent. To follow instructions safely and carefully when playing team games.	To throw and catch with a partner. To roll and track a ball. To dribble a ball using hands and then feet. To develop accuracy when throwing to a target.
Fine Motor Skills	To use a dominant hand. To mark make using shapes. To begin to use a tripod grip when	To hold a knife and fork correctly. To begin to use anticlockwise movements and	To continue to use a tripod grip for mark making. To thread with small beads. To use small pegs.	To hold scissors safely and correctly and cut out large shapes. To write letters using the correct letter	To hold scissors safely and correctly and cut out various materials. To paint using thinner brushes.	To create detail in drawings, using a range of tools accurately. To cut out shapes, materials and

	using mark making tools – pinchy parrot. To thread large beads. To use large pegs. To hold scissors correctly and make snips in paper. To use tweezers to transfer objects. To make points in playdoh by pinching.	retrace vertical lines. To hold scissors correctly and cut along a straight or zig zagged line. To use a tripod grip when mark making. To write taught letters using correct letter formation.	To write taught letters using correct letter formation.	formation and control the size of the letters formed.	To form letters using the correct letter formation and control the size of the letter, considering where they sit on the given line.	resources with skill and accuracy. To independently use a knife and fork for all appropriate meals.

Literacy

ELG Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

ELG Word Reading

- 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.

ELG 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.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	To use pictures to tell stories. To listen to stories read and engage in story time. To independently look at a book, holding it the correct way and turning pages carefully.	To sequence familiar stories. To join in with repeated phrases and actions in stories. To begin to answer questions about stories read to them. To enjoy an increasing range of books, which may include fiction, non-fiction, poems and rhyme.	To role play and act out stories they have heard. To begin to understand the sequence of a story, identifying the beginning, middle and end.	To begin to predict what might happen next in a story. To suggest what might happen at the end of a story. To retell a story they have heard. To follow a story without pictures of props. To identify and talk about the characters in books they are enjoying listening to or reading.	To begin to answer questions about what they have read. To use vocabulary that is influenced by their experience of books.	To answer questions about what they have read. To know information can be retrieved from books. To use a book to find the answer to a given question.
Word Reading	To recognise their written name. To recognise taught Set 1 sounds – see RWI. To identify the initial sound in words.	To recognise taught Set 1 sounds – see RWI. To begin to recognise taught Set 2 sounds – see RWI.	To recognise taught Set 1 and 2 sounds – see RWI. To read taught 'red words'. To read books matching their phonics ability.	To recognise taught Set 1, Set 2 and Set 3 sounds – see RWI. To read taught 'red words'. To read books matching their phonics ability.	To recognise taught Set 1, Set 2 and Set 3 sounds – see RWI. To read taught 'red words'. To read books matching their phonics ability.	To recognise taught Set 1, Set 2 and Set 3 sounds – see RWI. To read taught 'red words'. To read books matching their phonics ability.

	To begin to orally blend sounds in short words e.g. cat, dog.	To blend sounds to read words using taught sounds. To begin reading captions and sentences using taught sounds.	To read captions and sentences using taught sounds.	To read captions and sentences using taught sounds.	To begin to read longer captions and sentences using taught sounds.	To begin to read longer captions and sentences using taught sounds.
	Children will sing the alphabet song daily before their daily handwriting session so that they are exposed to letter names as well as letter sounds.					
Writing	To copy letter shapes which are familiar to them e.g. from their name. To give meaning to the marks they make as they write. To copy taught shapes and letters. To write the initial sounds in words.	To write their name. To use the correct letter formation of taught letters. To write words and labels using taught sounds. To begin to write captions using taught sounds.	To form lower case letters correctly, from the correct starting point. To begin to write sentences using finger spaces. To spell words using taught sounds, including special friends. To spell some red words correctly.	To begin to form capital letters correctly. To understand that sentences start with a capital letter and end with a full stop. To write sentences using finger spaces and full stops. To spell words using taught sounds, including special friends.	To form lower and capital letters correctly. To begin to write longer words which are spelt phonetically. To begin to use a capital letter at the start of a sentence. To begin to read their written work back and check for meaning.	To form lower and capital letters correctly. To write sentences using a capital letter, finger spaces and a full stop. To begin to read their written work back and check for meaning.

Mathematics

ELG 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 subtraction facts) and some number bonds to 10, including double facts.

ELG 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.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Shape, Space and Measure – there are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number	To recognise numbers 1-5. To begin to subitise to 5. To find one more of numbers to 5. To find one less of numbers to 5. To explore the composition of numbers to 5. To match the written numeral to a quantity to 5. To know addition facts to make 5.		To recognise numbers 6-10. To begin to subitise to 10. To find one more of numbers to 10. To find one less of numbers to 10. To explore the composition of numbers to 10. To match the written numeral to a quantity to 10. To continue to recall addition facts that make 5 and identify the subtraction facts. To estimate a number of objects. To practise pairs of numbers that make 10. To begin to learn double facts.		To recognise numbers to 20. To revise pairs of numbers which equal 5. To continue to practise recalling pairs of numbers that make 10.	To know addition and subtraction facts to 10. To recall double facts to 10. To explore how to make numbers above ten using tens and ones.
Numerical Patterns	To identify which group of objects has more. To identify which group of objects has less. To compare quantities up to 5. To compare equal and unequal groups. To count forward to 5 and then to 10.		To count to 15. To count given objects up to 10. To order numbers to 10. To compare quantities to 10.	To understand the difference between odd and even numbers to 10. To combine two groups of objects by counting all of them together.	To add two given quantities to find the total. To subtract a one digit from another one digit number. To count to 20.	To know that 1, 3, 5, 7, 9 are odd numbers. To know that 2, 4, 6, 8 and 10 are even numbers.

	To count backward from 5 to 0 and then 10 to 0. To order numbers to 5.	To find the missing number from a number line.	To take objects away and count how many are left.	To order numbers to 20. To double numbers up to 10.	To find half of numbers up to 10. To share quantities equally. To combine groups of 2, 5 and 10s.
Shape, Space and Measure	To sort objects against given criteria. To compare capacity, length, height and size. To complete a repeating pattern of 2 objects or colours. To recognise and name circle, square, rectangle and triangle. To begin to explore the properties of 2D shapes. To make shape pictures. To order days of the week. To sequence daily event using words related time.		To measure height using cubes. To measure length using cubes. To begin to recognise times on the clock to o'clock. To begin to name 3D shapes: cube, sphere, cuboid, pyramid, cylinder. To begin to explore the properties of 3D shapes. To complete a repeating pattern with more than 2 variables of objects or colours.		

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.

Technology – There are no early learning goals that directly relate to computing objectives, It is still expected that children will be introduced to appropriate technology and use it within their provision.

<table>
<tr><th>Area</th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td>Past and Present</td><td>To be able to identify how they have changed from when they were a baby.</td><td>To talk about the lives of the people around us.

To know some similarities and differences between thing in the past and now, drawing on experiences and what has been read in class.</td><td>To know about the past through settings, characters and events encountered in books read in class and storytelling (castles)</td><td colspan="2">To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.

To know about the past through settings, characters and events encountered in books read in class and storytelling (growing food and farming)</td><td rowspan="2">To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.

To know about the past through settings, characters and events encountered in books read in class and storytelling (transport and seaside)</td></tr>
<tr><td>People, Culture and Communities</td><td>To be able to talk about their own lives – my family, my school, my world.

To recognise similarities and differences between themselves and their peers.</td><td>To know about people who help us within the local community.

To identify different celebrations and how people celebrate.</td><td>To talk about Chinese New Year.</td><td>To know that Christians celebrate Easter.</td><td>To know that simple symbols are used to identify features on a map.</td></tr>
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	To know the name of the town where they live.	To talk about how Hindus celebrate Diwali. To know the Christmas story and how it is celebrated.				
The Natural World	To talk about a simple map and draw information from it. To describe what they can see, hear, smell and feel when they are outside. To know features of their own immediate environment. To identify and recognise the features of Autumn.		To identify and recognise the features of Winter.	To identify and recognise the features of Spring.	To identify the features of a woodland and identify the animals that live there. To know and compare habitats.	To identify and recognise the features of Summer. To know and compare habitats. To know there are many countries around the world. To know about the features of the world – forests, rainforests, jungles, deserts and oceans.
Technology	To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons.	To learn about e-safety. To draw pictures of the IWB and be able to select colours.	To use the iPad to take pictures. To draw pictures of the IWB and be able to select colours and change pen size.	To use the IWB, changing games and programmes.	To explore how the Beebots work.	To give reasons why we need to stay safe online.

Expressive Arts and Design

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.
- 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.
- 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.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with Materials	To name colours. To create simple representations of people and objects. To explore different techniques for joining materials. To draw and colour with pencils and crayons. To experiment with colouring mixing. To use colours for a particular purpose. To explore the work by the artists Picasso and Kandinsky To design and make a felt stocking.		To experiment with different mark making tools such as art pencils, pastels, chalk. To explore a range of materials. To continue to explore joining techniques for a range of materials. To use collage materials and different textures to create puppets. To use some cooking techniques – Easter nests and pancakes.		To use materials to explore sculpture. To explore the work by the artists Andy Goldsworthy (natural art) and Guiseppe Arcimboldo (fruit artwork). To be able to identify texture, shape and colour. To experiment with printing techniques. To share creations, talk about process and evaluate their work. To adapt work where necessary. To design and make models with a purpose.	
Being Imaginative and Expressive	To experiment with different instruments and their sounds. To talk about whether they like/dislike a piece of music. To create musical patterns using body percussion. To use costumes, songs and resources to act out the Nativity.		To join in with whole school singing assemblies. To create musical patterns using un-tuned instruments. To move in time to music and learn dance routines. To act out well-known stories.		To join in with whole school singing assemblies. To create own compositions using xylophones.	