



PROGRESSION OF KNOWLEDGE & SKILLS – EYFS

In conjunction with EYFS Learning & Development

Skills	Nursery	Reception
Personal, Social, Emotional Development	<ul style="list-style-type: none"> • Come into school happily • Knows daily routine • Will have a go with all activities • Develops good bonds with key adults in school • Enjoys being part of the wider aspect of school – assemblies, parties • Hang belongings in cloakroom and find their own items • Tidies away toys and clears away things that have been used • Help an adult when asked • Say please and thank you • Ask to go to the toilet • Wait for their turn to talk • Hold hands with an adult around school • Take turns when playing • Share toys • Can express feelings • Can agree or disagree with an adult using words and gestures • Enjoys imaginative play • Can play a game led by an adult 	<ul style="list-style-type: none"> • Comes into school happily • Awareness of adults within school • Aware of daily routines • Can organise themselves in the environment – class, cloakroom, lunchtime • Will have a go at activities • Shows preferences with activities and can say why • Will tidy away items safely • Will offer to help others • Say please and thank you and respond to others in conversations • Ask to go to the toilet when needed but is able to identify times to use the toilet during the day • Will wait their turn and put hands up to talk • Walk around schools in single file lines • Play co-operatively and look after toys • Can express feelings • Find resolutions without conflict • Is involved in more complex imaginative play with changing roles • Organising and cooperating with other children • Shows awareness of others • Can play a game in a small group of peers
Physical Development	<ul style="list-style-type: none"> • Hold pencil with a tripod grip and is developing a hand preference • Put on socks and shoes • Put arms into coat • Do up a zip to the top once started • Fasten buttons • Eat with a fork and spoon and trying to use a knife. • Pour a drink • Try different foods • Wash hands independently • Go to the toilet independently and is able to wipe themselves clean • Use the stairs handrail • Use scissors to cut paper and hold scissors correctly • Paint with correct strokes • Can sit stable on a chair and cross legs on carpet • Can climb a ladder • Can walk, run and stand on tiptoe • Can stand on one leg for 3-5 seconds • Can hop on a preferred foot • Can stand / walk on heels when shown • Can copy actions of others • Engages in messy play 	<ul style="list-style-type: none"> • Holds pencil with an effective tripod grip and holds paper with other hands • Can get changed and unchanged with very little support • Can put coat on independently. • Uses a knife and fork competently/ • Knows what food they like / dislike • Go to the toilet independently and is able to wipe themselves clean • Can walk up and down stairs one foot per stair • Uses scissors competently to cut out shapes • Can walk on a narrow line] • Climb a ladder • Can stand on one leg for 8-10 seconds • Can hop on either foot • Can walk on heels • Active and skilful in climbing, swinging, digging, sliding • Skips on alternate feet • Bends and touches toes with legs straight • Plays all variety of ball games – can kick, catch and throw a ball • Can copy a sequences of actions

<p>Communication & Language</p> <p>(checklist from Universally Speaking)</p>	<ul style="list-style-type: none"> • Ask lots of questions – why, what, where, who • Answer questions about why something has happened • Using longer sentences and linking ideas • Describe events that have already happened • Have mostly clear speech and can be easily understood • Listen to longer stories and answer questions immediately afterwards • Follow 2 part instructions • Use talk to organise themselves • Enjoy make believe play • Can communicate basic needs to an adult 	<ul style="list-style-type: none"> • Take turns in much longer conversations • Use well-formed sentences that can be understood • Building their bank of words and asking meaning of new words and trying to use in context • Re-tell short stories in order • Using story language • Using most speech sounds and can be understood easily • Enjoy listening stories • Making up stories of their own • Ask relevant questions in response to what they have heard • Understand a longer list of instructions • Understand spoken instructions and can listen without stopping what they are doing • Understanding more complex language including prepositions, sequencing, time • Use talk to take on different roles during imaginative play • Use talk to work out problems and organise thinking • Using talk to develop good friendships • Understands humour • Understands past, present and future
<p>Mathematics – Number</p>	<ul style="list-style-type: none"> • Count to 10 • Recognise numbers to 10 • Place 1 to 5 in order • Write 1 – 5 in order • Interest in counting objects, movements, claps • Interest in numbers in the environment 	<ul style="list-style-type: none"> • Count forwards and backwards to 20 from any given numbers • Counting 1:1 correspondence to 10 • Number sequences to 10 forwards and backwards • Recognise numbers to 20 • Order numbers to 20 • One more or one less to 20 • Write digits 0-9 accurately • Count forwards and backwards in 10s to 100 • Count forwards and backwards in 2s to 20
<p>Mathematics – Shape, Space & Measure</p>	<ul style="list-style-type: none"> • Solves a simple jigsaw • Can stack 5 or more objects on a post in order • Can match shapes in a game • Can play snap games 	<ul style="list-style-type: none"> • Solving a range of problems
<p>Literacy – Phonics</p>	<p>Stage 1 Knows the A,B, C song</p>	<p>Stage 2 / Stage 3 / Stage 4</p>
<p>Literacy – Reading</p>	<ul style="list-style-type: none"> • Recognise name and initial letter • Enjoys stories and can join in with repeating phrases • Can give a favourite story and talk about it • Can hold a book the correct way up • Will look at books independently 	<ul style="list-style-type: none"> • Able to blend and segment all sounds in Stage 2 and 3 • Are on a school reading book – expected stage 4 • Can read all tricky and decodable words in Stage 2 and Stage 3

<p>Literacy – Writing</p>	<ul style="list-style-type: none"> • Copy and write name • Draw a face • Colour in carefully • Make marks on paper - crosses 	<ul style="list-style-type: none"> • Write name independently • Draw a person • Copy a picture from instructions • Can copy shapes – triangles, circles, squares • Make diagonal and line marks • Can colour in within the lines • Can write on a line
<p>Understanding the World</p> <p>History Science Geography</p>	<ul style="list-style-type: none"> • Understand language of today, tomorrow and yesterday. • Speak about an event which has happened in the past and discuss a future event. • Order a sequence of up to 3 events. • Know that some objects are old and new. • Ask questions about objects, events and animals observed in their environment. • Considers and offers explanations of how things might work • Shows interests in different animals and sound they make • Know names of different fruits and vegetables • Understand light and dark • Know parts of the body • Beginning to understand the seasons • Know parts of a plant (leaf, flower) and what is needed for a plant to grow (sun, water) • Use descriptive terms, such as ‘fast’, ‘slow’, ‘hot’ and ‘cold’ • Look closely at similarities, differences, patterns and changes. • Understand the importance of washing hands, brushing teeth and eating a healthy snack. • Sort objects into groups by size, colour • Understand the concept of the world • Know where they live – town • Know who they live with • Talk about the daily weather and link to seasons • Understand modes of transport • Follow simple directions – backwards, forwards 	<ul style="list-style-type: none"> • Use language associated with time – today, tomorrow, yesterday, week, month, year • Understand and speak about events in past, present, future. • Order a sequence of up to 5 events. • Discuss why some objects are old and new. • Make observations about objects, events and animals and answer questions. • Find out how things work by observations and experimentation • Understand that animals live in different habitats • Know names of different fruits and vegetable • Know parts of a plant (leaf, flower, stalk, root) and what is needed for a plant to grow (sun, water, soil,) • Understand ideas connected to light and dark – e.g. reflection, nocturnal animals etc • Know what happens within each season and how the weather changes • Know parts of the body and the senses • Use descriptive terms such as ‘smooth’, ‘rough’ ‘boiling’ and ‘freezing’, ‘floating and sinking’ • Know about similarities and differences in relation to places, objects, materials and living things • Know how to keep healthy – daily exercise, healthy diet, brushing teeth, enough sleep • Sort a variety of objects into groups – size, colour, texture, function • Understand the concept of the world and that different people live in different places • Identify similarities and differences in different environment • Develop understanding of locational knowledge – beach, city, river, country • To know where they live – first line of address, house number, town • Develop understanding of transport and make links – e.g. cars –road, train – tracks
<p>Expressive Arts & Design</p> <p>Art DT Music Drama Computing</p>	<ul style="list-style-type: none"> • Begins to use a variety of art tools such as pencil, crayons and pencils, paint and brushes • Knows some colour words – primary colours • Drawings have some resemblance to people, objects • Choose colour for a purpose • Draw around the outline of a shape • Talk about what they are drawing • Make simple marks based on own experiences • Form prints with simple objects – leaf, hand • Use paints and brushes to make simple marks • Use fingers, hands, cardboard in paint to make marks • Choose and stick different papers to layer • Can cut snips of paper • Build and stack objects and join objects together • Build with a purpose in mind • Experiments with colour and texture • Use simple tools to shape, assemble and join materials – glue, paste, scissors, tape • Carve and make shapes into modelling materials • Sort materials by colour • Sing simple rhymes and clap to a song • Tap a beat • Move to music • Uses realistic toys in pretend play 	<ul style="list-style-type: none"> • Use variety of art tools with greater accuracy • Produce recognisable drawings of people and objects • Draw with precision around the outline of shapes • Articulate what they are drawing to an adult • Develop language of colour (secondary colours) and mix colours to make new colours • Make marks using shape and pattern on a range of surfaces • Develop simple patterns by printing with objects using range of materials • Use paints and brushes to make a range of marks – dots, dabs, zig zags, wavy • Create a simple collage • Use fabrics to weave • Use scissors along straight and curved shape • Build and join 3D structures using a range of materials for a specific purpose • Experiments with colour, design, texture and function • Uses a wide range of tools with greater accuracy to shape, assemble and join materials – glue, tape, scissors, string, staples, clips, weaving • Sort materials by colour and texture • Follow rhymes and patterns using voice and instruments • Uses a range of objects (real, pretend, abstract) to imitate play • Act out a drama to an audience. • Complete a simple program on a computer. • Use a range of technological tools • Use technological toys to move in various directions

- Engages in dramatic play with others
- Use and operate simple equipment – camera, CD player
- Play with technological toys
- Use on/off switches, press buttons for sound and movement.

- Use ICT to record a special event