Skills and Progression Map EYFS

'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.'

Nebula Spirituality Statement

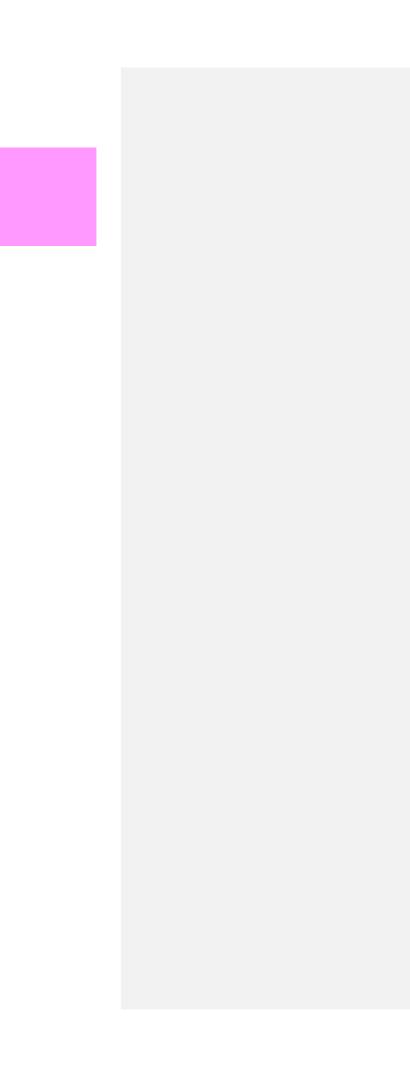












EYFS Curriculum – Skills and Progression Document 2022

Communication and Language Underpins all 7 areas of the EYFS Curriculum

		Su	mmer					
		To learn and use new vocabulary throughout the day						
		Narrate events and talk about previous events						
		Describe events in some detail						
		Use 'talk' to help work out problems						
		Use a range of conjunctions to connect their ideas when speaking						
		Begin to ask questions to gain a better understanding/clarify their thinking						
		Talk about what might happen and how things work						
	ge ing	Contribute to simple philosophical/open discussions						
	Language d Listening	• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers						
	ang Lis	Continue to explore non-fiction texts linked with new knowledge and vocabulary						
	u ng	Listen attentively and respond to what they hear when being read to and in whole class discussions						
	and Ig an	 Make comments about what they have heard and ask questions to clarify their understanding 						
	ion Ikir	Participate in discussions in a range of different contexts						
	cat	 Offer explanations for why things might happen using learned vocabulary 						
	uni - S	ses and making use of conjunctions, with support						
	nn İsh							
	Communication a English – Speaking							
	_	ELG: Listening, Attention and Understanding	ELG: Speaking					
		Children at the expected level of development will:	Children at the expected level of development will:					
		- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and	- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced v					
		during whole class discussions and small group interactions;	- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non					
		- Make comments about what they have heard and ask questions to clarify their understanding;	rhymes and poems when appropriate;					

- 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.



Literacy Comprehension	Anticipate – where appropriate – key events in stories	dge and vocabulary by retelling stories and narratives using their own words and recentl scussions about stories, non-fiction, rhymes and poems and during		
Literacy Word Reading	 With increased accuracy, recognises taught GPCs independer Can recognise vowel digraphs within decodable books. With increased accuracy, recognises taught high frequency w Reads CVC, CVCC, CCVC words with increased confidence. Demonstrates knowledge of how to attempts to blend harder Reads captions and simple sentences with increased accuracy Begins to recognise some alternative spellings that have beer Recognises capital letters within decodable books. Says a sound for each letter of the alphabet. Can explain some further phonic specific vocabulary: alternative 	ords within decodable books. r words containing more than once syllable (i.e. covers part of the w r at their phonetic level. h taught.	ord first).	
Literacy Writing	 Writes first name independently – most or all letters formed Can form most letters of the alphabet with increased accurace Can use a capital letter for the beginning of their name Begins to show lead-outs as a precursor to cursive writing Can segment and spell a growing number if CCVC and CVCC w Spells taught high frequency words with increased accuracy u Can write captions, labels, lists and sentences by segmenting Uses full stops to punctuate sentences – sometimes unpromp Uses finger spaces – sometimes unprompted 	y yords using phoneme fingers – including use of digraphs/trigraphs using a word mat and some from memory words and using taught GPCs they know.		
	 ELG: Comprehension Children at the expected level of development will: 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 	ELG: Word Reading Children at the expected level of development will: - 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	ELG: Writing Children at the expected level of development will: - 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.	ELG: Fine Motor Skills Children at the expected level of developr - Hold a pencil effectively in preparation for using the tripod grip in almost all cases; - Use a range of small tools, including sciss and cutlery; - Begin to show accuracy and care when d

with their phonic knowledge, including some common

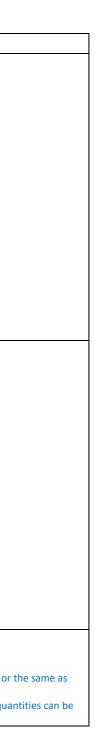
exception words.

discussions about stories, non-fiction, rhymes and poems and

during role-play.



	Autumn	Spring	Summer
Maths Number and Numorical Dattorne	 Subitise to 20 Understand 1 full Ten and ones as teen numbers Compose numbers to 20 using different concrete objects (i.e Numicon) Change groups of items by adding more Count on from a given number 		
Maths Chang Charge and Maggings	 Find and match objects that are the same Sort objects based on given attributes Identify 'same' and 'different' Create criteria for sorting objects Notice when items are 'more' and 'fewer' Compare items by size using key vocabulary Order objects by size Create patterns vertically and horizontally Build own circles, triangles, rectangles and squares Talk about day and night relating to daily routines Measure time in simple ways (ie with a timer) Begin using positional language to describe items in relation to each other 	 Order and sequence important times Recognise events that happen regula Describe significant events in their liv Explore which 3d shapes stack or roll Construct some 3d shapes in differer Introduce the names of key 3d shape Recognise patterns with additional re Match arrangements of shapes using Select shapes to complete pictures of 	ength and height a non-standard measurement (ie 3 blocks long) is in the day arly using key vocabulary ves and talk about events they are looking forward to I and why nt ways es and explore their similarities and differences epeats (ABB, AAB, AABB) g positional language or tangram outlines bined to make new ones es els and places objects in relation to each other mbers and shapes
	 ELG: Number Children at the expected level of development will: Have a deep understanding of number to 10, including the composition of each nun Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number h facts) and some number bonds to 10, including double facts. 	- Compare quantities up to 10 in different the other quantity;	



CHRONOLOGY

- a) recognise some basic significant events in a school year
- b) begin to use words to describe time passing after, before, during, years, months, old, new
- c) recognise changes in their life or someone else's

HISTORICAL KNOWLEDGE

- d) identify events from a simple story about an event from the past
- e) recognise an important historical figure and some basic information about them (e.g. name, job, where they lived and an important achievement)
- f) begin to recognise how their lives have changed and identify what is the same and what is different

HISTORICAL ENQUIRY

Understanding the World Past and Present History

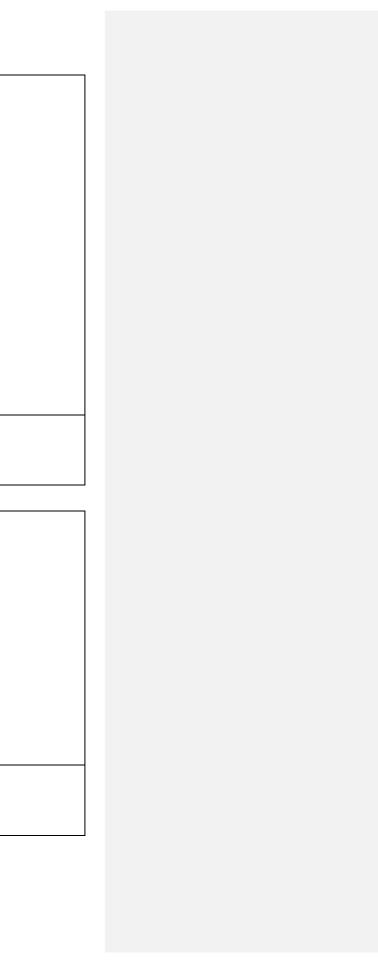
- g) with adult support, come up with questions to ask their families or a visitor
- h) begin to make observations from photos of the past
- i) with support, begin to identify whether an object or photograph is old or new
- j) actively listen to stories about a past event or person (e.g. from a visitor, storybook or short film)

ELG: Past and Present

- Children at the expected level of development will:
- 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.



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			GEOGRAPHICAL ENQUIRY AND FIELDWORK	
		a)	Respond to closed questions	
			Use pictures as sources of information	
			Begin to investigate your surroundings	
			Begin to make observations about where things are in school	
		b)	Draw simple features they observe in school	
	ties		Recognise a photo and verbalise what they see	
	World mmunities		Begin to use everyday language to describe features (ie bigger, smaller than)	
	World			
	a 0		MAP SKILLS	
	the d Co phy	c)	Follow simple directions (up/down, left/right, forwards/backwards)	
	tanding the ures and C Geography			
	es es sog	d)	With support, draw picture maps of imaginary places and from stories	
	derstanding th Cultures and (Geograph		Use a simple picture map to move around school	
	Cul	e)	Begin to recognise a map is about a place	
	Jnd e,		Use relative vocabulary (smaller/bigger, like/dislike)	
	Unc People,			
	- Be		GEOGRAPHICAL KNOWLEDGE	
		f)	Learn names of some local places	
		''		
		,	Understand geographical features of our school area	
		g)	Identify seasonal and daily weather patterns in the local area	
			Begin to use basic geographical vocabulary to refer to key physical features (ie beach, coast, forest, river, ocean, season, weather)	
		h)	Begin to use basic geographical vocabulary to refer to key human features (ie city, town, village, harbour, shop)	
		ELC:	People, Cultures and Communities	
			ren at the expected level of development will:	
			cribe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	
 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; 				
			ain 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.	
_				
		<u>Theo</u>		
		a) Ac	tively listen to a bible story	
			cognise a narrative, story or text relating to Christianity	
	S		irticipate in a significant religious event i.e. Easter, Christmas, Harvest	
	ng the World and Communities Education	u) i u		
	ur d	Dhilo	sophy	
	N M N			
	cat Co		iswer questions about the world around them	
	g t nd du		e their senses to describe what they know about the world around them	
			ve simple reasons using the word 'because' when talking about a belief	
		c) Re	cognises behaviours in others	
	erst ult elig			
	, C S	Hum	an and Social Sciences	
	D a		inderstands that people can have different beliefs	
	Underst: People, Cultu Religi		ecognises some symbols, artefacts and practices used by people of Christianity	
	-		respectful of the beliefs of others	
		с) ве	Tespectiul of the benefs of others	
		ELG:	People, Cultures and Communities	
			ren at the expected level of development will:	
			cribe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	
			w some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;	
			ain 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.	

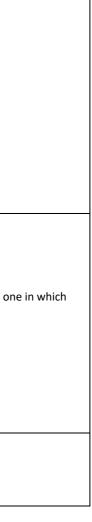


	Animals, excluding Humans	Humans	Materials, including changing materials
idd	 Recognise some environments that are different to the one in which they live. Consider environments further afield and begin to make comparisons. 	 Talk about members of their immediate family and community. Name and describe people who are familiar to them. 	 Explore the natural world around them. Describe what they see, hear and feel whilst outside.
Understanding the Worldd The Natural World Science	 Seasonal Changes Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. 		 Living Things and their habitats Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the on they live.

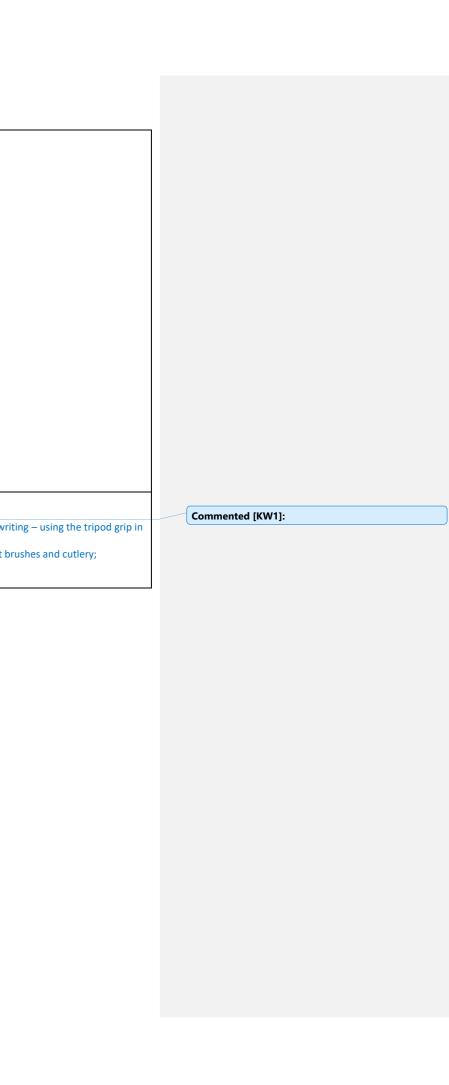
Children at the expected level of development will:

- 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.



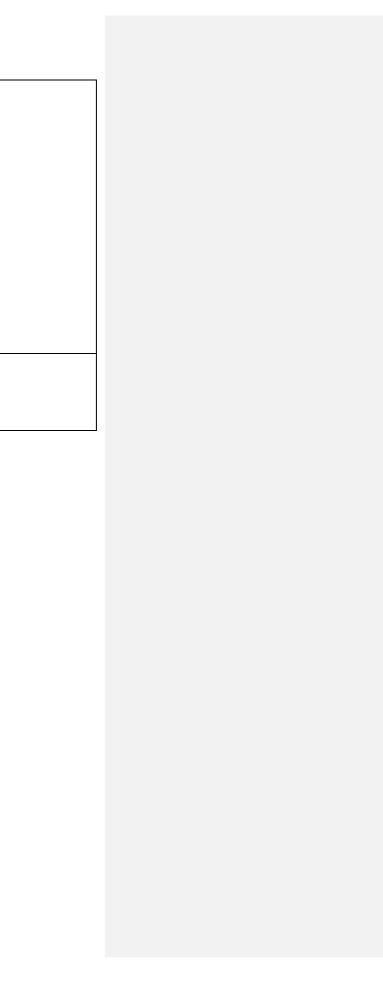
Expressive Arts and Design	 Peveloping Ideas Collect and record media explorations as part of a project To use what they have learnt about media and materials in an original way an Responding to Art Say something they like about their work Recognise similarities between their work and the work of famous artists, cra Drawing Consider selected media based on drawing task Use observations to enhance drawings Draw a range of objects with increased accuracy Painting Select brush size for purpose To use their knowledge of colours mixing to mix a range of colours Identify the primary colours Choose colours for a purpose Bd Art Use a range of 3d items for a creative purpose Cut materials accurately and with purpose Safely use and explore a variety of materials, tools and techniques, experiment 	ft makers or designers	
	ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimentin 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.	ELG: Being Imaginative and Expressive Children at the expected level of development will: g - 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.	ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent wri almost all cases; - Use a range of small tools, including scissors, paint bi - Begin to show accuracy and care when drawing.



Expressive Arts and Design	Design Technology	 Design Begin to draw on their own experiences to help generate ideas To begin talking about their design ideas With support, communicate ideas in different ways Selects appropriate resources and adapts work where necessary To know the different uses and purposes of a range of media and materials Make Make a product for a set purpose Independently mark out, cut and shape a range of materials Use tools for their intended purpose Evaluate Discuss their likes and dislikes relating to their product Begin to think about amendments that could improve their product Ask questions of their peers to improve a product Problem solve and reflect on their designs and creations Share their creations, explaining the process they have used 		
		ELG: Creating with Materials Children at the expected level of development will: - 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.	ELG: Being Imaginative and Expressive Children at the expected level of development will: - 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.	 ELG: Fine Motor Skills Children at the expected level of development will: Hold a pencil effectively in preparation for fluent writing – using the almost all cases; Use a range of small tools, including scissors, paint brushes and cure Begin to show accuracy and care when drawing.



		Listening
		Listen carefully to rhymes and songs, considering how they sound
sign	usic	Appraising Consider what they like or dislike about a piece of music Begin to identify sounds in the wider environment Use technical vocabulary to describe sounds they hear Consider how music makes them feel and why Composing
De	Ius	Use instruments and voice to make purposeful sounds
P	Σ	
s aı		 Use instruments to make purposeful sounds Represent sounds pictorially
Art		 Begin to sequence sounds to create a beat
ve		 Begin to sequence sounds to create a beat Begin to sequence sounds to create a rhythm
essi		begin to sequence sounds to create a mythin
kpre		Performing
Ê		Use their voice to chant or sing with others
		Sing on their own
		Perform songs, rhymes, poems and stories
	ELG: Be	ing Imaginative and Expressive
		n at the expected level of development will:
		, adapt and recount narratives and stories with peers and their teacher;
		range of well-known nursery rhymes and songs;
	- Perfor	m songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.



	General PE Skills	Athletics	Games	Gymnastics
Physical Development	 Control their body when performing a sequence of movements Participate in simple games Talk about what they have done Talk about what others have done Describe how the body feels when still and when exercising. Follow simple rules. Dance Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas. 	 Run in different ways for a variety of purposes. Jump in a range of ways, landing safely. Roll equipment in different ways. Throw underarm. Throw an object at a target. 	 Hit a ball with a bat or racquet. Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands. Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball. Kick an object at a target. Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. Play a range of chasing games. 	 Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Begin to balance with control. Move around, under, over, and through different objequipment. Jump in a range of ways from one space to another w control. Straight jump Tuck jump Jumping jack Half turn jump Bunny hop Tiptoe, jump and hop Straining balances
	ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for t - Demonstrate strength, balance and coordination when playin - Move energetically, such as running, jumping, dancing, hopping	g	ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – usi - Use a range of small tools, including scissors, paint brushes ar - Begin to show accuracy and care when drawing.	

	Health and Wellbeing	Relationships	Living in the Wider World
Personal, Social and Emotional Development PSHE	 Manage their own needs (Personal hygiene, toothbrushing) Know and talk about the different factors that support their overall health and wellbeing -regular physical See themselves as a valuable individual- Families, interests, culture, likes and dislikes Identify and moderate their own feelings socially and emotionally- staying calm in the face of frustration, taking turns, wait politely, tidy up after themselves Know and talk about the different factors that support their overall health and wellbeing- being a safe pedestrian Show resilience and perseverance in the face of challenge - develop problemsolving skills by talking through how they, you and others resolved a problem or difficulty Know and talk about the different factors that support their overall health and wellbeing -being a safe pedestrian Show resilience and perseverance in the face of challenge - develop problemsolving skills by talking through how they, you and others resolved a problem or difficulty Know and talk about the different factors that support their overall health and wellbeing -healthy eating Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate 	 Begin to follow the rules and routines Build constructive and respectful relationships- sharing and cooperating with friends and other peers Express their feelings and consider the feelings of others Think about the perspectives of others 	 Give focused attention to what the teacher says, responding appropriate even when engaged in activity, and show an ability to follow instruction involving several actions or ideas. Show an understanding of their own feelings and those of others, and regulate their behaviour Explain the reasons for rules, know right from wrong and try to behave accordingly
	ELG: Self-Regulation Children at the expected level of development will: - 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 Children at the expected level of development will: 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 Children at the expected level of development will: - 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.

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