

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



Communication and Language Underpins all 7 areas of the EYFS Curriculum

	Summer	
Communication and Language English – Speaking and Listening	<ul style="list-style-type: none">• 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• Contribute to simple philosophical/open discussions• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers• Continue to explore non-fiction texts linked with new knowledge and vocabulary• Listen attentively and respond to what they hear when being read to and in whole class discussions• Make comments about what they have heard and ask questions to clarify their understanding• Participate in discussions in a range of different contexts• Offer explanations for why things might happen using learned vocabulary• 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 support	
	<p>ELG: Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none">- 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.	<p>ELG: Speaking Children at the expected level of development will:</p> <ul style="list-style-type: none">- 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.

Literacy Comprehension	<ul style="list-style-type: none">Continue to explore non-fiction texts linked with new knowledge and vocabularySequence events from familiar storiesDemonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabularyAnticipate – where appropriate – key events in storiesUse and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play			
Literacy Word Reading	<ul style="list-style-type: none">With increased accuracy, recognises taught GPCs independently within decodable book – including digraphs.Can recognise vowel digraphs within decodable books.With increased accuracy, recognises taught high frequency words within decodable books.Reads CVC, CVCC, CCVC words with increased confidence.Demonstrates knowledge of how to attempts to blend harder words containing more than once syllable (i.e. covers part of the word first).Reads captions and simple sentences with increased accuracy at their phonetic level.Begins to recognise some alternative spellings that have been taught.Recognises capital letters within decodable books.Says a sound for each letter of the alphabet.Can explain some further phonic specific vocabulary: alternative spellings, split digraph, syllable			
Literacy Writing	<ul style="list-style-type: none">Writes first name independently – most or all letters formed correctlyCan form most letters of the alphabet with increased accuracyCan use a capital letter for the beginning of their nameBegins to show lead-outs as a precursor to cursive writingCan segment and spell a growing number if CCVC and CVCC words using phoneme fingers – including use of digraphs/trigraphsSpells taught high frequency words with increased accuracy using a word mat and some from memoryCan write captions, labels, lists and sentences by segmenting words and using taught GPCs they know.Uses full stops to punctuate sentences – sometimes unpromptedUses finger spaces – sometimes unprompted			
	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 discussions about stories, non-fiction, rhymes and poems and during role-play.	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 with their phonic knowledge, including some common exception words.	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 development will: - 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.

	Autumn	Spring	Summer
Maths Number and Numerical Patterns	<ul style="list-style-type: none">• Understand ‘nothing there’ as ‘zero’• Represent zero as a numeral• Understand how numbers to 10 can be made up of smaller numbers• Understand the term ‘number bonds’ to 10• Recognise a full 10-frame for 10• Combine 2 groups to find how many altogether• Count on and back to 20• Recognise numbers to 20 using numerals• 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• Represent numbers using 10 frames, number tracks and fingers• Change groups of items by taking away• Understand that double means ‘twice as many’• Build doubles using real objects• Understand that we can share items equally• Recognise that sometimes items are left over• Suggest ways to resolve ‘left-overs’• Begin to understand ‘odd’ and ‘even’ numbers		
Maths Shape, Space and Measures	<ul style="list-style-type: none">• 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• Build journeys and travel through them• Represent real places they have visited or places in stories with models, drawings or maps.• Understand ‘light’ and ‘heavy’ in relation to weight• Make direct comparisons using ‘lighter’ and ‘heavier’• Understand that bigger doesn’t always mean heavier• Understand ‘empty’ and ‘full’ and variations between• Investigate containers of different sizes	<ul style="list-style-type: none">• Identify and find pairs of objects• Arrange items in pairs• Use key vocabulary to identify length and height• Make direct comparisons linked to length and height• Measure and compare objects using a non-standard measurement (ie 3 blocks long)• Order and sequence important times in the day• Recognise events that happen regularly using key vocabulary• Describe significant events in their lives and talk about events they are looking forward to• Explore which 3d shapes stack or roll and why• Construct some 3d shapes in different ways• Introduce the names of key 3d shapes and explore their similarities and differences• Recognise patterns with additional repeats (ABB, AAB, AABB...)• Match arrangements of shapes using positional language• Select shapes to complete pictures or tangram outlines• Understand that shapes can be combined to make new ones• Investigate ways to build given shapes• Explore basic symmetry• Replicate simple constructions, models and places• Use positional language to describe objects in relation to each other• Recognise relationships between numbers and shapes• Copy, continue and create patterns with increasing complexity	
	ELG: Number Children at the expected level of development will: - 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 Children at the expected level of development will: - 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.	

Understanding the World Past and Present History	<p>CHRONOLOGY</p> <p>a) recognise some basic significant events in a school year</p> <p>b) begin to use words to describe time passing - <i>after, before, during, years, months, old, new</i></p> <p>c) recognise changes in their life or someone else’s</p> <p>HISTORICAL KNOWLEDGE</p> <p>d) identify events from a simple story about an event from the past</p> <p>e) recognise an important historical figure and some basic information about them (e.g. name, job, where they lived and an important achievement)</p> <p>f) begin to recognise how their lives have changed and identify what is the same and what is different</p> <p>HISTORICAL ENQUIRY</p> <p>g) with adult support, come up with questions to ask their families or a visitor</p> <p>h) begin to make observations from photos of the past</p> <p>i) with support, begin to identify whether an object or photograph is old or new</p> <p>j) actively listen to stories about a past event or person (e.g. from a visitor, storybook or short film)</p>
	<p>ELG: Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">- 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.

Understanding the World People, Cultures and Communities Geography	<p>GEOGRAPHICAL ENQUIRY AND FIELDWORK</p> <p>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</p> <p>b) Draw simple features they observe in school Recognise a photo and verbalise what they see Begin to use everyday language to describe features (ie bigger, smaller than)</p> <p>MAP SKILLS</p> <p>c) Follow simple directions (up/down, left/right, forwards/backwards)</p> <p>d) With support, draw picture maps of imaginary places and from stories Use a simple picture map to move around school</p> <p>e) Begin to recognise a map is about a place Use relative vocabulary (smaller/bigger, like/dislike)</p> <p>GEOGRAPHICAL KNOWLEDGE</p> <p>f) Learn names of some local places Understand geographical features of our school area</p> <p>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)</p> <p>h) Begin to use basic geographical vocabulary to refer to key human features (ie city, town, village, harbour, shop)</p>
	<p>ELG: People, Cultures and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">- 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;- 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.

Understanding the World People, Cultures and Communities Religious Education	<p><u>Theology</u></p> <p>a) Actively listen to a bible story</p> <p>c) Recognise a narrative, story or text relating to Christianity</p> <p>d) Participate in a significant religious event i.e. Easter, Christmas, Harvest</p> <p><u>Philosophy</u></p> <p>a) Answer questions about the world around them</p> <p>a) Use their senses to describe what they know about the world around them</p> <p>b) Give simple reasons using the word ‘because’ when talking about a belief</p> <p>c) Recognises behaviours in others</p> <p><u>Human and Social Sciences</u></p> <p>a) Understands that people can have different beliefs</p> <p>b) Recognises some symbols, artefacts and practices used by people of Christianity</p> <p>c) Be respectful of the beliefs of others</p>
	<p>ELG: People, Cultures and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">- 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;- 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.

Understanding the World The Natural World Science	Animals, excluding Humans <ul style="list-style-type: none">• Recognise some environments that are different to the one in which they live.• Consider environments further afield and begin to make comparisons.	Humans <ul style="list-style-type: none">• Talk about members of their immediate family and community.• Name and describe people who are familiar to them.	Materials, including changing materials <ul style="list-style-type: none">• Explore the natural world around them.• Describe what they see, hear and feel whilst outside.
	Seasonal Changes <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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 one in which they live.
	ELG: The Natural World Children at the expected level of development will: <ul style="list-style-type: none">- 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	Art	<p>Developing Ideas</p> <ul style="list-style-type: none">• Collect and record media explorations as part of a project• To use what they have learnt about media and materials in an original way and be able to explain their choices <p>Responding to Art</p> <ul style="list-style-type: none">• Say something they like about their work• Recognise similarities between their work and the work of famous artists, craft makers or designers <p>Drawing</p> <ul style="list-style-type: none">• Consider selected media based on drawing task• Use observations to enhance drawings• Draw a range of objects with increased accuracy <p>Painting</p> <ul style="list-style-type: none">• 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 <p>3d Art</p> <ul style="list-style-type: none">• 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, experimenting with colour, design, texture, form and function		
		<p>ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none">- 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.	<p>ELG: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none">- 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.	<p>ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none">- 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.

Commented [KW1]:

Expressive Arts and Design	Design Technology	<p>Design</p> <ul style="list-style-type: none">• 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 <p>Make</p> <ul style="list-style-type: none">• Make a product for a set purpose• Independently mark out, cut and shape a range of materials• Use tools for their intended purpose <p>Evaluate</p> <ul style="list-style-type: none">• 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		
		<p>ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none">- 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.	<p>ELG: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none">- 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.	<p>ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none">- 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.

Commented [KW2]:

Expressive Arts and Design	Music	<p>Listening</p> <ul style="list-style-type: none">• Listen carefully to rhymes and songs, considering how they sound <p>Appraising</p> <ul style="list-style-type: none">• 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 <p>Composing</p> <ul style="list-style-type: none">• Use instruments and voice to make purposeful sounds• Use instruments to make purposeful sounds• Represent sounds pictorially• Begin to sequence sounds to create a beat• Begin to sequence sounds to create a rhythm <p>Performing</p> <ul style="list-style-type: none">• Use their voice to chant or sing with others• Sing on their own• Perform songs, rhymes, poems and stories
	<p>ELG: Being Imaginative and Expressive</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">- 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.	

Physical Development	General PE Skills	Athletics	Games	Gymnastics
	<ul style="list-style-type: none">Control their body when performing a sequence of movementsParticipate in simple gamesTalk about what they have doneTalk about what others have doneDescribe how the body feels when still and when exercising.Follow simple rules.	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">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 objects and equipment.Jump in a range of ways from one space to another with control.Straight jumpTuck jumpJumping jackHalf turn jumpBunny hopTiptoe, jump and hopStanding balances
	Dance			
	<ul style="list-style-type: none">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.			
ELG: Gross Motor Skills Children at the expected level of development will: - 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 Children at the expected level of development will: - 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.			

	Health and Wellbeing	Relationships	Living in the Wider World
Personal, Social and Emotional Development PSHE	<ul style="list-style-type: none">Manage their own needs (Personal hygiene, toothbrushing)Know and talk about the different factors that support their overall health and wellbeing -regular physicalSee themselves as a valuable individual- Families, interests, culture, likes and dislikesIdentify and moderate their own feelings socially and emotionally- staying calm in the face of frustration, taking turns, wait politely, tidy up after themselvesKnow and talk about the different factors that support their overall health and wellbeing- <i>being a safe pedestrian</i>Show resilience and perseverance in the face of challenge - develop problem-solving skills by talking through how they, you and others resolved a problem or difficultyKnow and talk about the different factors that support their overall health and wellbeing -<i>healthy eating</i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate	<ul style="list-style-type: none">Begin to follow the rules and routinesBuild constructive and respectful relationships- sharing and cooperating with friends and other peersExpress their feelings and consider the feelings of othersThink about the perspectives of others	<ul style="list-style-type: none">Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several actions or ideas.Show an understanding of their own feelings and those of others, and begin to regulate their behaviourExplain 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.