



EYFS Progression of Skills and Knowledge

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Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 3	Summer 1	Summer 2
Key Experiences C&L PSED PD Literacy Mathematics Utw EAD	Autumn Trail Nurse / Firefighter visit Harvest Time Birthdays Halloween What do I want to be when I grow up? Fire Station Police Station	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Remembrance day Road Safety Children in Need Anti-Bullying Week Hospital Post Office	Chinese New Year Valentine's Day Internet Safety Day Map work –Find the Treasure Space Train Station	Picnic Planting seeds Easter time Nature Scavenger Hunt Vincent Van Gogh Study Mother's Day Easter Egg Hunt Cake Shop Vets	Post a letter Food tasting –different cultures Start of Ramadan Eid Let's go on Safari -An animal a day! Pet Shop Safari	Visit to the beach Under the Sea –singing songs and sea shanties Fossil hunting Father's Day World Environment Day Pirate Day Pirates Dinosaurs
Key Vocabulary						
Core Texts	How to Get Your Teacher Ready for School The Tiny Seed We're Going on a Bear Hunt Where the Wild Things Are The Proudest Blue	All Aboard the London Bus On Sudden Hill Ruby's Worry Perfectly Norman Lost and Found	Sam and Dave Dig a Hole How to Catch a Star Bear Shaped What We'll Build Chocolate Mug Cake	Rosie's Walk The Giant Jam Sandwich Jack and the Jellybean Stalk Katie and the Sunflowers	Handa's Surprise I Wanna Iguana Penguins Pigs Might Fly	The Snail and the Whale If Sharks Disappeared Rainbow Fish Everybody Counts
Nursey Rhymes and Action Songs (BBC Supermovers)	Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers Days of the Week Alphabet	I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song Days of the Week Alphabet	Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On the Bed Twinkle Twinkle If You're Happy and You Know It Head, Shoulders, Knees And Toes Days of the Week Alphabet	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On the Bus The Hokey Cokey Days of the Week Alphabet Syllables Capital Letters and Full Stops	Ten Fat Sausages Five Currant Buns The Big Ship Sails on the Ally Ally Oh Five Little Men in a Flying Saucer Days of the Week Alphabet Syllables Capital Letters and Full Stops	Five Little Speckled Frogs Miss Molly had a Dolly One Man Went to Mow A Sailor Went to Sea, Sea, Sea Days of the Week Alphabet Syllables Capital Letters and Full Stops
Poetry	My Name Is...	Incy Wincy Spider	Getting Around	Chocolate Cake	Fox's Socks	Commotion in the Ocean
Other Possible Texts	The Colour Monster Wow! Said the Owl How Are You Feeling Today? Mixed Once There Were Giants Only One You The Rainbow Fish It's OK To Be Different Peace At Last Ravi's Roar Ruby's Worry Perfectly Norman My Monster and Me Elmer	The Little Red Hen Rama and Sita The Gingerbread Man Cinderella The Three Billy Goats Gruff The Three Little Pigs Goldilocks and the Three Bears Owl Babies The Owl Who Was Afraid of the Dark Where the Wild Things Are Dogger Burglar Bill	The Emperor's Egg Walking Through the Jungle Rumble in the Jungle Commotion in the Ocean Owl Babies Night Monkey, Day Monkey The Hungry Caterpillar On the Way Home Where the Wild Things Are Room on the Broom Lost and Found Stick Man	Oliver's Vegetables Oliver's Fruit Salad Jasper's Beanstalk Tree One Plastic Bag The Last Tree Lila and the Secret of Rain Supertato The Extraordinary Gardener The Wall and the Wild Farmer Duck My Must Have Mum	You Can't Take an Elephant on the Bus The Train Ride The Snail and the Whale Mr Gump's Outing Whatever Next! The Lion Inside The Koala Who Could Slow Samson The Giant Jam Sandwich Handa's Hen	Sharing a Shell At the Beach Clean Up Caribbean Dream The Sea Saw Tiddler The Rainbow Fish Leo and the Octopus Billy's Bucket Missing Richmond
Communication and Language	Curriculum Goals – What do we want the children to learn by the end of the year?					
	Listen attentively, ask relevant questions, make relevant comments Express ideas and feelings with confidence					

Curriculum Coverage	Autumn	Spring	Summer
EYFS	Understand a question or instruction that has two – three parts Understand ‘why’ questions and often respond appropriately Know many rhymes and be able to talk about familiar stories with confidence Use a wider range of vocabulary (that which has been taught and more) Sing a large repertoire of songs Have good solid pronunciation of all sounds Speak in clear sentences using joined up words such as because, or, and Be able to debate and express a point of view, using words and actions Use past and future tenses	Understand how to listen carefully and why listening is important Learn new vocabulary quickly and show appreciation of it throughout the day Engage in story times (choosing books, creating displays, sharing books with parents, showing preference for books) Listen to and talk about stories to build familiarity and understanding Retell the story, some exact repetition and some in their own words, applying appropriate vocabulary Engage in non-fiction books Listen to and talk about selected non-fiction to develop understanding and new knowledge / vocabulary Ask questions to find out more and to check understanding of what has been said to them Articulate their ideas and thoughts in well formed sentences Connect one idea or action to another using a range of connectives Describe events in some detail Use talk to help work out problems an organise thinking and activities, and to explain how things work and why they might happen Develop social phrases	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 Use new vocabulary in a range of contexts Listen carefully to rhymes, songs and pay attention to how they sound Make comments about what they have heard and ask questions to clarify their understanding Hold conversations when engaged in back-and-forth exchanges with their teacher and peers 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
Personal, Social and Emotional Development	Curriculum Goals – What do we want the children to learn by the end of the year?		
	Show empathy to others Show determination to complete a goal Show resilience in the face of challenges		
Curriculum Coverage	Autumn	Spring	Summer
EYFS	Sustained longer focus at chosen and directed activities Begin to bounce back from challenges more quickly with support Make healthy choices about food, drink, activity and tooth brushing Express their feelings Manage their own personal hygiene Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game, and suggesting other ideas Remember rules without needing an adult to remind them (most of the time) Develop appropriate ways of being assertive Talk with others to solve conflicts Be able to share and take turns with minimal adult intervention	See themselves as a valuable individual Build constructive and respectful relationships Show resilience and perseverance in the face of a challenge Identify and moderate their own feelings socially and emotionally Know and talk about the different factors that support overall health and wellbeing Consider the feelings of others Think about the perspectives of others	Show an understanding of their own feelings and those of othes, 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 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 won basis hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Work and lay cooperatively and take turns with others Form positive attahcments to adults and friendships with peers
Physical Development	Curriculum Goals – What do we want the children to learn by the end of the year?		



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	Hold a pencil or tool effectively Negotiate space and move with coordination		
Curriculum Coverage	Autumn	Spring	Summer
EYFS	Revise and refine the fundamental movement skills they have already acquired: Rolling Crawling Walking Jumping Running Hopping Skipping Climbing Progress towards a more fluent style of moving, with developing control and grace Use core muscle strength to achieve a good posture when sitting at a table or on the floor Confidently and safely use a range of large and small apparatus indoors and outside alone and in a group Further develop the skills they need to manage the school day successfully: Lining up Queuing Mealtimes Hold and use scissors in the correct grip and begin to make more than a snip	Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other disciplines such as dance, gymnastics, sport and swimming. Combine different movements with ease and fluency Develop overall body strength, balance, coordination and agility Further develop and refine a range of ball skills: Kicking Throwing Catching Passing Batting Aiming Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball Develop their fine motor skills so they can use a range of tools competently, safely and confidently: Scissors Pencils Paintbrushes Knives Forks Spoons Develop the foundations of a handwriting style which is fast, accurate and efficient	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 Hold a pencil effectively in preparation for fluent writing, using a 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
Literacy	Curriculum Goals – What do we want the children to learn by the end of the year?		
	Retell stories and anticipate events Read simple sentences and books containing Level 2 and 3 phonemes Write simple sentences		
Curriculum Coverage	Autumn	Spring	Summer
EYFS	Read individual letters by saying the sounds for them Blend sounds into words so that they can read short words made up of known letter sound correspondences Read a few common exception words matched to the school's phonics programme Engage in extended conversations about stories, learning new vocabulary	Read some letter groups that each represent one sound and say sounds for them (digraphs) Read simple phrases and sentences made up of words with known letter sound correspondences and where necessary a few exception words Re-read books to build confidence in word reading fluency, understanding and enjoyment	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

	Use some of their print and letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top of the page, writing m for mummy Write some or all of their name Write some letters accurately	Begin to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Form lower case and capital letters correctly Spell words by identifying the sounds and then writing the sounds with letter/s Begin to write short sentences with words with known sound letter correspondence sometimes using a capital letter and full stop Beginning to re-read what they have written to check it makes sense	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 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
Mathematics	Curriculum Goals – What do we want the children to learn by the end of the year?		
	Understand numbers in depth to 10, including number bonds Recognise the pattern of the counting system Compare quantities in different contexts		
Curriculum Coverage	Autumn	Spring	Summer
EYFS	Solve real world mathematical problems with numbers to 5 Count objects, actions and sounds up to 10 Compare numbers to 5 Recognise the one more than / one less than relationships between consecutive numbers to 5 Explore the composition of numbers to 5 Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones: an arch, a bigger triangle etc. Make comparisons between objects related to size, length, weight, capacity Notice and correct an error in a repeating pattern	To count confidently beyond 10 Subitise Link the numeral with its cardinal number value to 10 Automatically recall number bonds for numbers 0-5 and some numbers to 10 Compare numbers to 10 Recognise the one more than / one less than relationships between consecutive numbers to 10 Explore the composition of numbers to 10 Select, rotate and manipulate shapes to develop spatial resonating skills Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can Compare length, weight and capacity	Have a deep understanding of numbers to 10, including the composition of each number Subitise up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts 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, odds and double facts, and how quantities can be distributed equally
Understanding the World	Curriculum Goals – What do we want the children to learn by the end of the year?		
	Know about their family, and past and present events Appreciate different religious and cultural communities Explore the natural world and observe similarities and differences		
Curriculum Coverage	Autumn	Spring	Summer
EYFS	Comment on images of familiar situations in the past Continue developing positive attitudes to the differences between people Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Understand that some places are special to members of their community Draw information from a simple map Describe what they see, hear and feel while outside	Compare and contrast characters from stories, including figures from the past Recognise some similarities and differences between life in this country and life in other countries Explore the natural world around them Recognise environments that are different to the one in which they live Understand the effect of changing seasons on the natural world around them	Talk about the lives of 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 Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps



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			<p>Know some similarities and differences between different religions and cultural communities in this county, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate – maps</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>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</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>
Expressive Art and Design	Curriculum Goals – What do we want the children to learn by the end of the year?		
	<p>Create their own work using a variety of materials and tools</p> <p>Invent, adapt and perform songs and dances</p>		
Curriculum Coverage	Autumn	Spring	Summer
EYFS	<p>Know the colours of the rainbow:</p> <ul style="list-style-type: none"> - Experiments with different tones and shades - Makes choices about what colours they will mix <p>Draw with increasing complexity and detail</p> <p>Show different emotions in their drawings and paintings</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Sing the pitch of a tone sung by another person</p> <p>Sing the melodic shape of familiar songs</p> <p>Begin to create their own songs or improvise a song around one they know</p>	<p>Can order the colours of the rainbow</p> <p>Mixes an intended colour for an intended purpose</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Play instruments with increasing control to express feelings</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Sing in a group or on their own, matching pitch and melody</p> <p>Develop story lines in pretend play</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others and – when appropriate – try to move in time with music</p>

