



EYFS PROGRESSION OF KNOWLEDGE & SKILLS		
Skills	Nursery	Reception
<p>Personal, Social, Emotional, Development (PSED)</p> <ul style="list-style-type: none"> - <i>Self-regulation</i> - <i>Managing Self</i> - <i>Building Relationships</i> 	<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 when needed but is able to identify times to use the toilet during the day • Go to the toilet independently and is able to wipe themselves clean • Wash hands independently • Try different foods • Make healthy food choices • 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 • Understands how to be safe (PANTS rule) • Increase desire to be independent 	<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 • 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 • Consider the feelings of others • 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 • Show resilience when challenged • Knows what food they like / dislike • Knows how to look after their body • Understands that their actions have consequences • Begin to talk to about the human life cycles and growing up
<p>Physical Development (PD)</p> <ul style="list-style-type: none"> - <i>Gross Motor Skills</i> - <i>Fine Motor Skills</i> 	<ul style="list-style-type: none"> • Hold pencil with a tripod grip and show preference for dominate hand • 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 • Can walk up and down the stairs using alternate feet • 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 • Can ride a scooter and/or balance bike convenience • 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. • Have good posture when sitting at the table or floor • Uses a knife and fork competently • 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 • Can crawl and roll • 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 • Can combine movements with ease • Increase overall body strength, balance and coordination • Ride a bike without stabilisers



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<p>Communication & Language (CL)</p> <ul style="list-style-type: none">- <i>Listening, Attention and Understanding</i>- <i>Speaking</i>	<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• Sings songs/rhymes• Explores a point of view	<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• Enjoys non-fiction books• Using most speech sounds and can be understood easily• Connects one idea or action using a range of connectives• Enjoy listening stories• Making up stories of their own• Describes events in some detail• 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• Explains why things might happen• Using talk to develop good friendships• Understands humour• Understands past, present and future• Knows some poems//songs/rhymes
<p>Mathematics</p> <ul style="list-style-type: none">- <i>Number</i>- <i>Numerical Patterns</i>	<ul style="list-style-type: none">• Fast recognition up to 3 objects without having to count them• Recite numbers past 5• Knows that the last number reached when counting tells you how many are in total• Recognise numbers to 10• Links numbers to amounts• Place 1 to 5 in order• Write 1 - 5 in order• Interest in counting objects, movements, claps• Interest in numbers in the environment• 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• Talks about 2D and 3D shapes using mathematical language e.g. around, flat, sharp• Combines shapes to make new ones• Talks about patterns and notice errors in patterns• Begins to use some maths language• Compares quantities - more than, fewer than• Compare objects - size, weight, length, capacity• Explore position	<ul style="list-style-type: none">• Count beyond 10• Count forwards and backwards to 20 from any given numbers• Counting 1:1 correspondence to 10• Count objects, sounds and actions• Explore the composition of numbers to 10• Subitise to 5• Compare numbers• Recall number bonds to 5 and some to 10• Understand one more and one less• 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• Solving a range of problems• Compare weight, length and capacity• Continue, copy and repeat patterns• Compose and decompose shapes to find shapes within shapes



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Literacy

- *Comprehension*
- *Word Reading*
- *Writing*

- Phase 1 - Letters & Sounds
- Knows the A, B, C song
- Clap and count syllables in words
- Recognise name and initial letter
- Recognise words with the same initial sound e.g. mummy, monkey
- 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
- Write some letters accurately
- Use print in early writing e.g. writing a pretend shopping list that starts at the top of the page
- Copy and write name
- Draw a face
- Colour in carefully
- Make marks on paper - crosses

- Set 1 and 2 RWI
- Able to blend and segment all sounds in set 1 and set 2 RWI
- Reading individual letters by saying sounds
- Blend sounds into words
- Are on a school reading book - expected stage 3/4
- Can read all tricky and decodable words in set 1 and set 2
- Read some common exception words
- 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
- Form lower case and capital letters correctly
- Spell words using sound knowledge
- Write short sentences
- Use a capital letter and full stop
- Re-read what they have read to check it makes sense



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Understanding the World (UW)

- *Past and Present*
- *People, Culture and Communities*
- *The Natural World*

- 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.
- Begin to make sense of their own life-story and family's history.
- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Ask questions about objects, events and animals observed in their environment.
- Explore how things work.
- Considers and offers explanations of how things might work
- Explore collections of materials with similar and/or different properties.
- 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
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- 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
- Use all their senses in hands-on exploration of natural materials.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

- 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.
- 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.
- 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
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them
- Develop understanding of locational knowledge - beach, city, river, country
- To know where they live - first line of address, house number, town
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Develop understanding of transport and make links - e.g. cars -road, train - tracks
- Draw information from a simple map.
- 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.



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**Expressive Art
and Design
(EAD)**

- *Creating with Materials*
- *Being Imaginative and Expressive*

- 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
- Develop their own ideas and then decide which materials to use to express them.
- Make simple marks based on own experiences
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects
- Choose colour for a purpose
- Draw around the outline of a shape
- Talk about what they are drawing
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour mixing.
- 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
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Sing simple rhymes and clap to a song
- Tap a beat
- Move to music
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.
- Uses realistic toys in pretend play
- Engages in dramatic play with others
- Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Take part in simple pretend play using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc

- 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
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Follow rhymes and patterns using voice and instruments
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
- Uses a range of objects (real, pretend, abstract) to imitate play Act out a drama to an audience.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Develop storylines in their pretend play.
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with their peers and their teacher.
- Share their creations, explaining the process they have used