

Early Years Foundation Stage Progression of Knowledge and Skills



Over-arching theme	Ourselves	Let's celebrate	Heroes and Villains	Growth	On the Move	Places
Nursery	This is Me	Let's Explore colours	People who help us	On the Farm	Travel and Transport	Holidays
Reception	My Favourite Things	Celebrations	Traditional Tales	Amazing Food	Minibeasts	Around the world

Baseline		
	Nursery	Reception
Personal, Social, Emotional Development	Toilet trained with support. Leave carer with support. Play alongside new peers.	Independently toilet trained with reminders about personal hygiene e.g flushing and washing. Leave carer independently. Engage in conversation with a group of children during play.
Physical Development	Start showing preference for a dominant hand. To move freely. Attempting to dress self.	Be able to hold a pencil using the correct grip. To move with more control over their body. (stop, start etc) To put their coat on independently.
Communication & Language	Recite a few nursery rhymes in a group. Name objects. Begin to sit and listen to a story. Begin to respond to instructions.	Independently recite a range of nursery rhymes. Continue a simple conversation. Enjoy listening to longer stories and can remember much of what happened. Respond to two-part instructions.
Mathematics	Recognise colours – predominantly red, green, yellow and blue. Show an interest in numbers Say some number names (not always in order) Show an awareness of shapes in the environment	To recite numbers to 10. To recognise some numbers. To sort and match by own criteria and describe.

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Literacy	Make marks. Shows an interest in books, may have a favourite. Begins to recognise characters.	To write their name with support props. eg.name cards. Enjoys talking about stories and learning new vocabulary.
Understanding the World	Begins to explore natural materials. Begins to talk about themselves and their family. Shows curiosity about people.	To begin describe what they see, hear, feel, taste, smell. Talk about themselves and their family. Begin to notice differences between people.
Expressive Arts & Design	Explores and experiments with a range of materials. Create sound effects during small world play.	Explore different materials freely. Use construction and small world to create own role play scenarios
Autumn Term		
	Nursery	Reception
Personal, Social, Emotional Development	To begin to recognise when they need the toilet. Shows increased confidence when leaving carer. Plays confidently with familiar children. Begin to talk about how they feel eg happy /sad	Demonstrates good personal hygiene when toileting. Enters school happily. Initiate play with other children.
Physical Development	Be able to hold a pencil, not always correct grip. Beginning to use scissors to make snips in paper. Has more success with dressing self eg, is able to put arms in coat, not always the correct way. Continue to develop their movement skills through balancing, running and riding.	Show increased control over letter size and formation. Begin to show more control when skipping and hopping. Throw a ball/beanbag in the direction of a target Draw simple pictures that can be recognised.
Communication & Language	Is able to join in with stories of interest eg sometimes repeat refrains in the story Beginning to form simple sentences to express needs etc Enjoys learning new nursery rhymes	Learn new songs. E.g. Christmas songs Understand the active listening skills. E.g look at the person speaking, body still, pay attention Begin to answer how questions. E.g How did that get there?

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		Retell an event in sequence. E.g how to make a sandwich Use full sentences.
Mathematics	To be able to identify more and less To recognise and continue a simple pattern To join in with number songs to 5 Showing increasing confidence with reciting numbers – focus up to 5	Recognise and use numbers to 5 confidently. E.g. subitising, counting, ordering, understanding the composition of the numbers to 5. Recognise numbers to 10. Recognise and name circles, squares, triangles and rectangles.
Literacy	To be able to recall some key events in a story To use pictures to support story telling To begin to show an interest in recognising and writing their own name	Begin to use some storytelling language. E.g once upon a time, happily ever after Identify characters in a story Write some cvc words. Read cvc words, plus some tricky words. Write their name independently.
Understanding the World	Is beginning to talk about familiar celebrations including Halloween, Bonfire Night and Christmas, drawing upon their own experiences. Show an interest in other peoples lives / beliefs. Recognise and talk about some seasonal changes – Autumn	Be able to say that Bonfire night is based on the past 'Gunpowder Plot' and recall some facts. Understand that some people believe in different things. Begin to recall some facts about Divali, Christmas etc Understand some differences between places e.g. hot/cold Talk about the seasons and know some key facts about Autumn, Winter etc Describe some features of plants, animals, materials.
Expressive Arts & Design	Enjoy using a range of materials for a planned effect. Join in with songs, dancing and playing musical instruments. Begin to re-enact / role play familiar stories in play.	Talk about what they have created and why they have done it in a particular way.e.g. built a model Use the correct colours for a purpose. Eg. Hair colour Copy and keep a beat with an instrument Perform familiar songs in a group.

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	Begin to draw shapes with enclosed lines to represent objects / people etc	
Spring Term		
Personal, Social, Emotional Development	Increasingly confident in using the toilet, independence with personal hygiene is developing Established relationships with many peers and able to play co-operatively with others engaged in same theme of play.	Explain the reasons why someone might be feeling a particular way. E.g she is sad because ... Begin to solve their own conflicts. E.g. compromising over a game. Discuss what foods are healthy or treat foods. Begin to understand another point of view.
Physical Development	Continuing to develop pencil grip and pencil control. Developing confidence in scissor skills, can hold appropriately and beginning to have increased control in snips Beginning to write some letters within name Enjoys to moves in a range of ways, showing increased control over movements / speed etc Has a good spatial awareness	Move with increased confidence when rolling, jumping, crawling, skipping, climbing Sit properly at the table. Feet together, chair legs on floor, back straight Throw an object at a target with more control. E.g ball into net. Begin to use a knife and fork with increased control. Eg. Attempting to cut soft food up. Talk about why we need to wash our hands/body
Communication & Language	Beginning to use new vocabulary in sentences Will talk confidently to peers through play, often repeating familiar language. Will answer simple questions about stories Beginning to ask some simple questions Engages in a two-way conversation	Begin to offer their thoughts and ideas to the class with increased confidence. E.g. during maths/phonics/story sessions. Show increased attention during carpet sessions and able to respond quickly to instructions. Begin to answer why questions. E.g why did that happen?

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Mathematics	<p>To begin to recognise numbers to 5</p> <p>To develop 1:1 counting of objects to 5, including in irregular pattern</p> <p>To recognise simple 2D shapes – square, circle, rectangle, triangle in the environment</p>	<p>Confidently recognise numbers to 10 and beginning to use in a range of situations.</p> <p>Can count beyond 20 and beginning to recognise numerals.</p> <p>Recognise patterns in numbers</p> <p>Begin to recognise some 3D shapes.</p>
Literacy	<p>Recognises some letters in their name and is able to form some of these, not always correct or in the right order</p> <p>Beginning to recognise some letters in the environment eg that's 'm' for mummy</p> <p>Recognise some logos within the environment eg McDonalds, Tesco, etc</p> <p>Recognise and continue a rhyming string</p>	<p>Correctly sequence a story using props – beg, middle, end</p> <p>Make a prediction about a story</p> <p>Recognise and name Level 3 sounds.</p> <p>Read/write words/phrases/sentences using Level 3 phonemes and tricky words.</p>
Understanding the World	<p>To further develop understanding of seasonal change – comparing / discussing similarities and differences from previous seasons.</p> <p>Shows an interest in life-cycle of an animal / plant</p>	<p>Describe similarities and differences between plants, animals, materials, seasons etc</p> <p>Discuss why things were different in the past. E.g they used candles because there was no electricity</p> <p>Discuss knowledge about different countries and traditions/festivals e.g chinese new year, Africa-Handa</p> <p>Make and describe their own maps based on stories and their own experiences.</p>
Expressive Arts & Design	<p>Begin to draw people with added detail – eyes, nose, mouth, hair</p> <p>Show an increasing interest in song – copying pitch, melody etc and trying to improvise song they know</p> <p>Develop stories during play.</p>	<p>Produce more detailed drawings. E.g maps- The Disgusting sandwich story.</p> <p>Explain why they used a particular material to make something e.g best waterproof material for Teddy's coat.</p> <p>Discuss how they could make their design even better.</p>

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		Work in a group to make a collaborative piece.
Summer Term		
Personal, Social, Emotional Development	Independently toilet trained including handwashing. Leave carer independently. Engage in conversation with a group of children during play. Aware of own feelings and can give reasons for these. 'I am feeling sad because ...'	Dress and undress independently. Manage their own needs. Show sympathy and comfort friends who are hurt. Choose their own friends.
Physical Development	Be able to hold a pencil using the correct grip. To move with more control over their body. (stop, start etc) Uses scissors to cut out a simple shape To put their coat on independently.	Develop a handwriting style that is increasingly fast, accurate and efficient. Use a range of tools competently e.g. scissors, pencils, knives and forks. Talk about the factors which contribute to health and well-being.
Communication & Language	Independently recite a range of nursery rhymes. Continue a simple conversation. Enjoy listening to longer stories and can remember much of what happened. Respond to two-part instructions.	Retell a known story using some exact repetition and some of their own words. E.g Gingerbread man. Talk for write. Ask questions to find out more. E.g why is the? Hold a conversation back and forth
Mathematics	To recite numbers to 10. To recognise some numbers to 5 To sort and match by own criteria and describe. Begin to solve simple maths problems with numbers to 5	Have a deep understanding of numbers to 10 and be able to use in a range of practical contexts. E.g say what makes 8. Recall a range of number facts. Bonds, doubles, odds and evens. Recognise, describe and create their own repeating patterns. Recognise and describe some 3D shapes.
Literacy	To write their name with support props. eg.name cards.	Read simple phrases and sentences using taught phonic knowledge. Level 4 .

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	<p>Enjoys talking about stories and learning new vocabulary.</p> <p>Orally blend and segment CVC words</p>	<p>Write simple sentences using taught phonic knowledge. Level 4.</p>
Understanding the World	<p>To begin describe what they see, hear, feel, taste, smell.</p> <p>Talk about themselves and their family.</p> <p>Begin to notice differences between people.</p>	<p>Talk about and describe figures from the past. E.g Guy Fawkes, Jesus</p> <p>Talk about and describe different festivals/celebrations/traditions. E.g Divali, Christmas,</p> <p>Describe the world around them in detail, answering how, what, when, why questions.</p>
Expressive Arts & Design	<p>Explore different materials freely.</p> <p>Uses a range of materials for a purpose when creating models / pictures.</p> <p>To show emotions in drawing eg happy, sad etc</p> <p>Use construction and small world to create own role play scenarios</p>	<p>Be able to talk about a dance, piece of music, piece of artwork and say how it makes them feel.</p> <p>Respond to a variety of stimuli, through art, dance, drama, music. E.g. Matisse's snail collage</p> <p>Design and create models by themselves and by collaborating and be able to describe them, refine them and develop their skills</p>