

EYFS - Progression of skills

We believe that a child's capacity to learn and develop is a reflection of the environments that they are exposed to. By providing an environment that is engaging, inclusive, caring and responsive, the children at Townlands Church of England Primary Academy are much more likely to thrive in their learning, becoming confident and enthusiastic life-long learners.

In order to support each and every child throughout their learning journey and to ensure that they make good progress from their individual starting points, there needs to be clear, logical steps, where learners can gradually build upon what they already know, as well as the new knowledge that they acquire during their EYFS experience.

Our progression of skills document aims to showcase how each skill develops, supporting the children in meeting the Early Learning Goals by the end of the summer term. A key focus is developing each child's communication and language skills and this is interwoven into all that we do. This provides the roots to success in almost all areas of the EYFS curriculum and gives children the confidence to express themselves clearly and confidently.

	Autumn	Spring	Summer
Communication and language			
Listening, attention and understanding	Understand how to listen carefully and why listening is important.	Ask questions to find out more and to check they understand what has been said to them.	<u>ELG Listening Attention and Understanding</u> 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.
	Learn new vocabulary.	Listen to and talk about stories to build familiarity and understanding.	
	Engage in story times by listening carefully, retaining what has been heard and recalling key points.	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	<u>ELG Listening Attention and Understanding</u> Make comments about what they have heard and ask questions to clarify their understanding.
	Listen carefully to rhymes and songs, paying attention to how they sound.	Learn rhymes, poems and songs.	
	Begin to learn songs	Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary.	<u>ELG Listening Attention and Understanding</u> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Follow simple instructions		
	Engage in non-fiction books.	Can switch attention from one task to another.	
	Contributes relevant comments in discussions.	Follow more complex instructions.	
	Responds to a series of instructions and a range of questions.	Respond to discussions with comments and questions.	

	Introduced to listening in large groups and whole school activities like collective worship.	Is able to listen in large group or whole school activities such as collective worship, recalling some of the themes and comments at a later stage.	
Speaking	Use new vocabulary throughout the day, with support and/or modelling from an adult. Articulate their ideas and thoughts in sentences, communicating confidently with peers and adults. Connect one idea or action to another using a range of words like <i>and, because, then</i>. Uses talk to communicate needs, news, feelings and ideas. Uses plurals and some tenses correctly. Asks questions to support their learning or understanding.	Describe events in further detail. Uses talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Enjoys being part of conversations and discussions and uses new vocabulary in context. Uses talk to support their imaginative play.	<u>ELG Speaking</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. <u>ELG Speaking</u> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <u>ELG Speaking</u> 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			
Self-regulation	Tries to express their feelings in an appropriate manner and considers the feelings of others. Can identify a wider range of feelings e.g. scared, excited, angry, frustrated, nervous, worried and joyful. Talks with others to solve conflicts, sometimes drawing upon support from an adult.	Identify, express and moderate their own feelings socially and emotionally. Can label and talk about their own and others' emotions. Think about the perspectives of others. Responds well to more complex instructions in smaller groups, but can need visual reminders in larger groups.	<u>ELG Self-Regulation</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. <u>ELG Self-Regulation</u> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. <u>ELG Self-Regulation</u>

	May become engrossed in an activity and finds it difficult to switch attention to another task. Can focus attention in a whole class group for a short teaching session e.g. phonics. Is willing to keep trying if something is difficult or challenging. Introduce the learning characteristic of perseverance.	Completes set challenges/tasks independently. Is able to talk about ways that skills can be improved and to demonstrate pride in achievements.	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.
Managing self	Show resilience and perseverance in the face of challenge. Remember rules without needing an adult to remind them. Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability. Perseveres with fastenings on coats and follows instructions to dress and undress for P.E/outdoor activities. Washes hands without reminders.	Manage their own needs. More confident to tackle new challenges and with encouragement will keep going. Follows school and class rules and can talk about their importance. Knows some ways to keep healthy.	<u>ELG Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <u>ELG Managing Self</u> Explain the reasons for rules, know right from wrong and try to behave accordingly. <u>ELG Managing Self</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building relationships	Attempts to build constructive and respectful relationships. Is aware of the needs of others but can find it hard to let others take the lead. Interacts with a variety of children and is building good relationships with adults and other children.	See themselves as a valuable individual. Talk about things they think they are good at or are proud of. Express their feelings and consider the feelings of others. Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements.	<u>ELG Managing Self</u> Work and play cooperatively and take turns with others. <u>ELG Managing Self</u> Form positive attachments to adults and friendships with peers. <u>ELG Managing Self</u> Show sensitivity to their own and to others' needs.

	Is able to identify when another child is upset and respond appropriately. Makes new friends in the class, and talks to adults to share news or as part of an activity.	Uses words to solve conflicts. Takes turns in group activities. Work and play cooperatively and take turns with others.	
Physical Development			
Gross motor skills	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. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Can climb over, under and through obstacles e.g. climbing frame and large construction obstacle courses. Uses large construction to build.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Able to balance on and off equipment. Can jump safely from a piece of equipment.	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and games. Develop confidence, precision and accuracy when engaging in activities that involve a ball. <u>ELG Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others. <u>ELG Gross Motor Skills</u> Demonstrate strength, balance and coordination when playing. <u>ELG Gross Motor Skills</u> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine motor skills	Develop their fine motor skills so that they can use a range of tools competently, safely and confidently.	Develop the foundations of a hand writing style which is accurate and efficient. Holds a pencil in a tripod grip.	<u>ELG Fine Motor Skills</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Health and Self-Care	Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons. Attempts to use a tripod grip with some consistency. Often chooses to draw, representing recognisable objects or shapes in work. Use scissors to cut along curved lines, holding scissors in the correct position, sometimes with support. Is able to mould and shape clay with fingers and tools. Be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and looking after their teeth.	Uses scissors to cut around more complex shapes. Has developed dexterity for threading small items and manipulating small objects. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.	<u>ELG Fine Motor Skills</u> Use a range of small tools, including scissors, paintbrushes and cutlery. <u>ELG Fine Motor Skills</u> Begin to show accuracy and care when drawing. <u>No ELG relating to Health and Self-Care</u> Know and talk about the different factors that support their overall health and wellbeing: - Regular physical activity - Healthy heating - Tooth brushing - Sensible amounts of 'screen time' - Having a good sleep routine - Being a safe pedestrian
Literacy			
Word reading	Develop their phonological awareness to: Spot rhymes in familiar stories and poems; Count or clap syllables in a word; Recognise words with the same initial sound. Begin to read individual letters by saying the sounds for them. Begin to blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	Develop their phonological awareness to: Be able to complete a rhyming string; Begin to identify how many sounds are in a word; Can supply words with the same initial sound in line with their phonics knowledge. Recognise all taught sounds, including some digraphs. Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	<u>ELG Reading</u> Say a sound for each letter in the alphabet and at least 10 digraphs <u>ELG Reading</u> Read words consistent with their phonic knowledge by sound-blending. <u>ELG Reading</u> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

	Begin to read CVC words containing known letter-sound correspondences. Can match taught graphemes and phonemes. Can read taught tricky words.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words.	
Comprehension	Has a love of stories and listens attentively to story time. Asks questions about stories. Repeat words and phrases from familiar stories, including new vocabulary. Has favourite books and seeks them out to share with an adult, with another child, or to look at alone. Is able to talk about the main events in the story and predict what might happen. Can retell a story using role play or small world resources, using some story language.	Answer questions about a text that has been read to them. Make more accurate predictions based on what they know of the story so far. Begin to use modelled vocabulary more independently, for example during role play. Seeks familiar texts or stories to re-read in the book area. Requests favourite stories and poems and can 'vote' for a story. Retell or make up their own stories using vocabulary that has been learnt. Identifies non-fiction texts, remembering facts.	<u>ELG Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. <u>ELG Comprehension</u> Anticipate – where appropriate – key events in stories. <u>ELG Comprehension</u> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Writing	Spell words by identifying the sounds and then writing the sound with letter/s. Writes CVC words using the sounds taught. Says a simple sentence for writing and can count the number of words. Writes some lower-case letters correctly.	Form lowercase letters correctly. Form some uppercase letters correctly, with modelling/support from an adult. Is starting to write short sentences using words with known sound- letter correspondences, using a capital letter and a full stop.	Use a capital letter at the beginning of a sentence and a full stop at the end independently. Use finger spaces most of the time. Is able to write their first name and starting to write their surname independently.

	Write own name. Physical Development - Use a range of small tools competently and confidently. Suggested tools: pencils, paint brushes, scissors and knives.	Uses finger spaces when writing. Read sentences back to an adult. Writes CVC words and labels using taught sounds. Spells some high frequency tricky words. Physical Development - Develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to use tripod grip.	<u>ELG Writing</u> Write recognisable letters, most of which are correctly formed. <u>ELG Writing</u> Spell words by identifying sounds in them and representing the sounds with a letter or letters. <u>ELG Writing</u> Write simple phrases and sentences that can be read by others. <u>ELG Fine Motor</u> Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases.
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Maths

Number	Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item. Estimate and guess how many there might be before counting. Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting. Can subitise to 5 and is beginning to talk about the different ways that amounts of 5 can be made.	Look at small quantities in familiar patterns – for example a dice – and random arrangements, saying how many they can see. Use 5 frames and 10 frames to become familiar with the tens structure of the number system. Talk about how many spaces are filled or unfilled. Link the number symbol (numeral) with its cardinal number value. Confidently talks about the different ways that numbers can be made to 5 and is now applying this knowledge to numbers to 10.	Explore the composition of numbers to 10 Automatically recall number bonds for numbers 0-5/0-10. <u>ELG Number</u> Have a deep understanding of number 10, including the composition of each number. <u>ELG Number</u> Subitise (recognise quantities without counting) up to 5. <u>ELG Number</u> Automatically recall – without reference to rhymes, counting or other aids – number bonds up to 5. Recall some number bonds to 10, including doubling facts.
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Numerical patterns	Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'. Become familiar with two-digit numbers and start to notice patterns within them. Distribute items evenly from a group. Counts objects accurately to 10 using one to one correspondence and can identify when objects have the same, less than or more than. Recognises numbers to 10 and puts them in order.	Understand the 'one more than/one less than' relationship between consecutive numbers. Count beyond 10, noticing patterns within the structure of counting. Recognises patterns within number.	<u>ELG Numerical Patterns</u> Verbally count beyond 20, recognising the pattern of the counting system. <u>ELG Numerical Patterns</u> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity. <u>ELG Numerical Patterns</u> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Shape	Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Uses some shape names appropriately and understands prepositional language. Creates a repeated pattern with colour and shape.	Compare length, weight and capacity. Continue, copy and create repeating patterns. Uses mathematical language to compare and talk about shape and size.	<u>No ELG relating to Shape and Space</u> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
Understanding the World			
Past and present	Comment on images of familiar situations in the past. Understands the difference between past and present and is building up knowledge of key historical events through topics, stories and community events e.g. Bonfire Night, Remembrance Day.	Compare and contrast characters from stories, including figures from the past. Talks about significant historical events and how things were different in the past.	<u>ELG Past and Present</u> Talk about the lives of the people around them and their roles in society. <u>ELG Past and Present</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

			<u>ELG Past and Present</u> Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, culture and communities	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Listens carefully to stories about different places and is beginning to recognise that different places have different features e.g. recognising the difference between life in this country and other countries. Knows about some celebrations and is able to talk about how they might be celebrated e.g. Christmas, Advent, Diwali	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate different times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Has a wider understanding of the wider world and draws comparisons between own local environment/community and other places. Looks at and makes maps of the local environment. Describes a journey within the local environment.	<u>ELG People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <u>ELG People, Culture and Communities</u> 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. <u>ELG People, Culture and Communities</u> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.
The Natural World	Draw information from a simple map. Explore the natural world around them. Describes some features of plants and animals and identifies when things are the same and different. Notices, observes and talks about seasonal changes.	Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Recognise some environments that are different to the one in which they live. Has a good general knowledge about living things and the natural world and can describe features of different plants and animals recognising when they are the same and different.	<u>ELG The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. <u>ELG The Natural World</u> 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. <u>ELG The Natural World</u> Understand some important processes and changes in the natural world around them,

		Understands and uses some language related to animals e.g. camouflage, predator, nocturnal, diurnal.	including the seasons and changing states of matter.
Expressive Arts and Design			
Creating with materials	Explore use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Makes some independent choices about the resources needed and talks about creations. Uses different textures in creations and will combine media. Cuts along curved lines with scissors and uses moulding tools with malleable materials. Uses a range of shapes and colours to represent observational drawings.	Create collaboratively, sharing ideas, resources and skills. Uses different techniques and materials to achieve the desired effect and can talk about what has been created. Mixes colours to produce different shades and combines materials to create different textures. Is beginning to plan a design before starting. Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.	<u>ELG Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <u>ELG Creating with Materials</u> Share their creations, explaining the process they have used. <u>ELG Creating with Materials</u> Make use of props and materials when role playing characters in narratives and stories.
Being Imaginative and Expressive	Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Plays alongside others to develop storylines in role play or small world. Sings familiar songs. Rehearses for and performs in the nativity play.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play. Plays a range of percussion instruments. Uses instruments to compose own music. Along with others, collects resources to develop own role play storylines.	<u>ELG Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher. <u>ELG Being Imaginative and Expressive</u> Sing a range of well-known nursery rhymes and songs. <u>ELG Being Imaginative and Expressive</u> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

