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|  | **St. Gilbert of Sempringham C of E Primary School and Nursery**  PROGRESSION OF KNOWLEDGE & SKILLS – EYFS  In conjunction with EYFS Learning & Development and Development Matters (2021) | |
| **Skills** | **Nursery** | **Reception** |
| **Personal, Social, Emotional Development** | • Come into school happily  • Knows daily routine  • Will have a go with all activities  • Develops good bonds with key adults in nursery  • Enjoys being part of the wider aspect of nursery such as enjoys joining in with school – assemblies, parties, EYFS shared activity afternoons.  • Hang belongings on own peg and can find their own items/ tray/ peg  • 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  • Wait for their turn to talk  • 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 | • 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  • Ask to go to the toilet when needed but is able to identify times to use the toilet during the day  • 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  • 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 |
| **Physical Development** | • Hold pencil with a tripod grip and is developing a hand preference  • 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 and drink from a cup  • Willing to try different foods  • Wash hands independently  • Go to the toilet independently and is able to wipe themselves clean  • Use scissors to cut paper and hold scissors correctly  • 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  • Engages in messy play | • 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.  • Uses a knife and fork competently.  • Knows what food they like / dislike  • Go to the toilet independently and is able to wipe themselves clean  • Can walk up and down stairs one foot per stair  • 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  • 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 |
| **Communication & Language (checklist from Universally Speaking)** | • 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 | • 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  • Using most speech sounds and can be understood easily  • Enjoy listening stories  • Making up stories of their own  • 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  • Using talk to develop good friendships  • Understands humour  • Understands past, present and future |
| **Mathematics** | **Birth to three**  • Combine objects like stacking blocks and cups. Put objects inside others and take them out again.  • Take part in finger rhymes with numbers.  • React to changes of amount in a group of up to three items.  • Compare amounts, saying ‘lots’, ‘more’ or ‘same’.  • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.  • Count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’.  • Climb and squeeze themselves into different types of spaces.  • Build with a range of resources.  • Complete inset puzzles.  • Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.  • Notice patterns and arrange things in patterns.  **Three and four olds**  • Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  • Recite numbers past 5.  • Say one number for each item in order: 1,2,3,4,5.  • Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  • Show ‘finger numbers’ up to 5.  • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  • Experiment with their own symbols and marks as well as numerals.  • Solve real world mathematical problems with numbers up to 5.  • Compare quantities using language: ‘more than’, ‘fewer than’.  • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language:  ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.  • Understand position through words alone – for example, “The bag is under the table,” – with no pointing.  • Describe a familiar route.  • Discuss routes and locations, using words like ‘in front of’ and ‘behind’.  • Make comparisons between objects relating to size, length, weight and capacity.  • 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.  • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.  • Extend and create ABAB patterns – stick, leaf, stick, leaf.  • Notice and correct an error in a repeating pattern.  • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ | • Count objects, actions and sounds  • Subitise  • Link the number symbol (numeral) with its cardinal number value.  • Count beyond ten.  •Compare numbers.  •Understand the ‘one more than/one less than’ relationship between consecutive numbers.  • Explore the composition of numbers to 10.  • Automatically recall number bonds for numbers 0–5 and some to 10.  • Select, rotate and manipulate shapes to develop spatial reasoning skills.  • Compose and decompose shapes so that children recognise a shape can have other shapes *within* it, just as numbers can.  • Continue, copy and create repeating patterns.  • Compare length, weight and capacity. |
| **Literacy – Phonics** | Set 1 sounds – Read write Inc. | Set 1 and set 2 sounds – Read write Inc. |
| **Literacy – Reading** | **Birth to three**  •Enjoy songs and rhymes, tuning in and paying attention.  •Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.  •Say some of the words in songs and rhymes.  •Copy finger movements and other gestures.  •Sing songs and say rhymes independently, for example, singing whilst playing. • Recognise name and initial letter  •Enjoy sharing books with an adult.  •Pay attention and respond to the pictures or the words.  •Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.  •Repeat words and phrases from familiar stories.  •Ask questions about the book. Make comments and shares their own ideas.  •Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.  **Three and four year olds**  •Understand the five key concepts about print: print has meaning, print can have different purposes,   1. we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing   •Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother  •Engage in extended conversations about stories, learning new vocabulary.  •Develop play around favourite stories using props. | • Able to blend and segment all sounds set 1 and set 2  • Are on a school reading book  • Can read a range of red words  •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 some letter groups that each represent one sound and say sounds for them.  •Read a few common exception words matched to the school’s phonic programme.  •Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  •Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  •Re-read what they have written to check that it makes sense.  •Have a school reading book |
| **Literacy – Writing** | **Birth to three**  • Draw a face  • Colour in carefully  • Make marks on paper  •Enjoy drawing freely.  •Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”  •Make marks on their picture to stand for their name.  **Three and four year olds**  •Use some of their print and letter knowledge in their early writing. For example: 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. | • 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 by identifying the sounds and then writing the sound with letter/s.  •Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. |
| **Understanding the World** History  Science Geography  Computing | • 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.  • Ask questions about objects, events and animals observed in their environment.  • Considers and offers explanations of how things might work  • Shows interests in different animals and sounds they make  • Know names of different fruits and vegetables  • Understand light and dark  • Know parts of the body  • Beginning to understand the seasons and recognises some seasonal changes  • 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  • Know who they live with  • Talk about the daily weather linking this to seasons. Discussing how they might need to dress for the weather  • Understand modes of transport  • Follow simple directions – backwards, forwards  • Use and operate simple equipment – camera, CD player  • Play with technological toys  • Use on/off switches, press buttons for sound and movement. | • 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.  • 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  • Develop understanding of locational knowledge – beach, city, river, country  • To know where they live – first line of address, house number, town  • Develop understanding of transport and make links – e.g. cars –road, train – tracks  • Complete a simple program on a computer.  • Use a range of technological tools  • Use technological toys to move in various directions  • Use ICT to record a special event |
| **Expressive Arts & Design**  Art  DT  Music  Drama | • Begins to use a variety of art tools such as pencil, crayons and pencils, paint and brushes  • Can recognise colours and talks about changes when colours are mixed  • Drawings have some resemblance to people, objects  • Choose colour for a purpose  • Draw around the outline of a shape  • Talk about what they are drawing  • Make simple marks based on own experiences  • Form prints with simple objects – leaf, hand  • Use paints and brushes to make simple marks  • Use fingers, hands and other objects 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  • Create models using modelling materials and media  • Sort materials by colour  • Sing simple rhymes and clap to a song  • Tap a beat  • Move to music  • Uses realistic toys in pretend play  • Engages in dramatic play with others | • 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  • Follow rhymes and patterns using voice and instruments  • Uses a range of objects (real, pretend, abstract) to imitate play  • Act out a drama to an audience. |