




# EYFS Skills Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about us	Celebrations	Our world	Traditional Tales	Growing – Plants and Animals	Where are we going?
Communication and language	Developing physical attributes of a good listener and speaker (sit, look, listen). Simple comprehension and memory recall.	Learning competent listening through increasing interactions. Interacting with confidence.	Developing a broader vocabulary and using in conversations. Recognising the structure of communication.	Independently initiating interactions. Understanding more complex questioning. Using more complex vocabulary.	Voicing and justifying opinions. Articulating thoughts and ideas. Using talk for a range of purposes.	ELG's - Please see attached end of year goals for children in EYFS.
Personal, social and emotional development	KAPOW: MY FEELINGS Social skills Developing confidence and cooperation, particularly with other children. Showing sustained interest in play. Managing coat, toileting, and cutlery. Building friendships, contributing to positive play and relationships. Responding to adults and peers.	KAPOW: MY FAMILY AND FRIENDS Working with others Recognising the value of sharing. Discussing emotions and what we feel. Being a good citizen in our community. Responding accordingly to positive/negative experiences. Managing clothing, toileting independently. Following instructions. Staying healthy.	KAPOW: LISTENING AND FOLLOWING INSTRUCTIONS Finding ways to resolve conflicts. Secure in school routines and expectations. Developing the confidence to explore new situations. Participating in varying group activities.	KAPOW: SPECIAL RELATIONSHIPS Considering the feelings of others. Developing a positive self-image. Secure understanding of behaviour expectations and reasons for existence. Sharing, taking turns, and responding positively towards others – without support.	KAPOW: MY WELLBEING Talking about the feelings of others, showing empathy. Supporting peers and understanding their needs and feelings.	KAPOW: TAKING ON CHALLENGES Talking about transition to Year 1. ELG's - Please see attached end of year goals for children in EYFS.
Physical development	Exploring our bodies and developing an awareness of what they can do. Engaging in physical play. Begin making purposeful marks and shapes using simple equipment.	Negotiating space. Using a wider range of equipment to make more refined shapes and marks, models, and construction.	Refining movements, negotiating space with control. Adding detail to shapes and objects. Controlling mark making.	Developing confidence and proficiency in movements. Learning to use objects and equipment. Controlling a range of tools to create complex shapes, objects, and writing.	Gross Motor ELG: 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.  Fine Motor ELG: Hold a pencil effectively in preparation for fluent writing (using the tripod grasp in almost all cases). Use a range of small tools, including scissors, paintbrushes, and cutlery. Begin to show accuracy and care when drawing.	



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 <p><b>Get Set 4 P.E.</b></p>	<p><b>Fundamentals:</b> Balancing, running, changing direction, jumping, hopping and travelling</p> <p><b>Dance:</b> Exploring space and how to use space safely, explore travelling movements, shapes and balances, choose actions in response to a stimulus, copying, repeating and remembering actions, counting to help keep in time with the music</p>	<p><b>Introduction to PE:</b> Safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. Developing fundamental movement skills such as running, jumping and skipping, playing simple games and beginning to understand and use rules.</p>	<p><b>Ball Skills:</b> Throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball</p> <p><b>Games:</b> Playing a variety of games, understanding how to work as a team, take turns, keep the score, play against an opponent and play by the rules</p>	<p><b>Gymnastics:</b> Explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling, awareness of space and how to use it safely and perform basic skills on both floor and apparatus</p> <p><b>Ball Skills:</b> Develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball</p>	<p><b>Gymnastics:</b> Explore basic movements, copy, create, remember and repeat short sequences, begin to understand using levels and directions when travelling and balancing.</p> <p><b>Games:</b> Practise and further develop fundamental movement skills through games, learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.</p>	<p><b>Dance:</b> Opportunity to copy, repeat and remember actions, continue to use counting to help keep in time with the music, explore dance around the world, perform to others and begin to provide simple feedback</p> <p><b>Fundamentals:</b> travelling and changing direction, handling equipment, learn how to stay safe using space, work independently and with a partner to complete tasks</p>
<p>Literacy</p>	<p><b>Baseline assessments.</b> Introducing core texts. Opportunities to access books independently or with peers. Mark making using physical skills with increasing control over tools and equipment. Mark making as part of play.</p>	<p>Listening to stories, responding with simple details about the story. Introducing story events into play. Spelling phase 2 high frequency words. Mark making with some consistency and meaning.</p>	<p>Answering questions about the content of stories. Choosing stories to read independently. Participating in whole class reading. Developing clear sentence structures.</p>	<p>Understanding story types, genres and the role of authors. Oral rehearsal of stories and rhymes. Spelling phase 3 high frequency words. Composing structured sentences.</p>	<p>Learning to anticipate key events in stories. Retelling stories and narratives using own words and recently introduced vocabulary. Begin to answer simple inference questions. Begin to recognise simple punctuation cues when reading and learning to apply them to writing. Developing fluency when reading Phase 2 words. Writing recognisable letters and words and reading back what has been written.</p>	<p>ELG's - Please see attached end of year goals for children in EYFS.</p>



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mathematics</p>	<p><b>Baseline assessments.</b> Count objects and select the numeral (1-5). Using the language of counting confidently, applying this to play. Identifying simple 2D shapes in the environment.</p>	<p>Using five frames to talk about numbers and the significance of formation. Counting the total number of objects in two groups. Identifying one more/less. Recognising 2D and their properties.</p>	<p>Subitising numbers to 5. Counting on from a given number. Identifying patterns in number system. Exploring odds and evens. Units of measure.</p>	<p>Using ten frames to talk about the arrangements. Making estimations. Using more/less language when talking about numbers and quantities. Using language of time when talking about our day. Recognising 3D shapes.</p>	<p>Ordering, identifying, subitising, combining and manipulating numbers to 10. Developing confidence in identifying 1 more/less. Recognising mathematical features and properties of shapes. Beginning to explore problems including shapes.</p>	<p>ELG's - Please see attached end of year goals for children in EYFS.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding the world</p>	<p>Talking about our families and people around us. Using descriptive language to identify features of others. Recognising features of our environment.</p>	<p>Talking about the passage of time, understanding significant events in our own lives. Making comparisons between environments. Looking at changes in weather/seasons.</p>	<p>Understanding events outside of own timeline. Identifying locations beyond own and how they are represented in different ways. Carrying out investigations.</p>	<p>Talking about events of personal significance and making comments on those similar. Identifying a range of significant celebrations. Understanding differences in our world.</p>	<p>Learning to sequence events using time specific vocabulary. Identifying some features of personal significance and some features that others may find significant. Talking about the passage of time in relation to changes in the natural world.</p>	<p>ELG's – Please see attached end of year goals for children in EYFS.</p>



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Expressive Arts and Design	<p><b>KAPOW MUSIC: EXPLORING SOUND</b> Using voices and body parts to make sounds. Developing familiarity with instruments and sounds within the environment. Begins to recreate sounds</p> <p>Using familiar resources to be musical and creative in play. Showing an enjoyment of music and art, exploring colours and textures.</p>	<p><b>KAPOW MUSIC: SPECIAL CELEBRATIONS</b> Understanding different cultural celebrations through music and movement.</p> <p>Using familiar resources to be musical and creative in play. Showing an enjoyment of music and art, exploring colours and textures.</p>	<p><b>KAPOW MUSIC: MUSIC AND MOVEMENT</b> Recognising musical attributes – tempo, pitch, Developing performance skills</p> <p>Participating in detailed, self-directed role play. Talking about music, what it sounds like. Making clearer and identifiable creations.</p>	<p><b>KAPOW MUSIC: MUSICAL STORIES</b> Composing and performing music for an audience linking to familiar tales.</p> <p>Participating in detailed, self-directed role play. Talking about music, what it sounds like. Making clearer and identifiable creations.</p>	<p>Music becomes more melodic and meaningful. Talking about music, what it sounds like and what it makes them think of.</p> <p>Developing the skills to devise own role play with greater sophistication.</p>	<p><b>KAPOW MUSIC: BIG BAND</b> Developing familiarity with tuned and untuned instruments.</p> <p>Developing the skills to devise own role play with greater sophistication. Music becomes more melodic and meaningful. Talking about music, what it sounds like and what it makes them think of.</p>
RE	<p>Shares occasions when others/events in lives have made them feel special. Shares occasions when they belong to a group. Recalls some events of traditional Christian baptism and when a baby is welcomed into Muslim traditions.</p>	<p>Recall examples of special occasions they and others have experienced. Discusses some features of significance related to Sukkot and Diwali. Recall events of Christmas. <b>Assessment: Recognises why Christians perform the Nativity at Christmas</b></p>	<p>Talk about natural wonders of the world, expresses ideas about how it was made and feelings towards nature. Talks about some features of the creation story. <b>Assessment: Why is the word 'God' so important to Christians? How do we look after our world?</b></p>	<p>Recall some events from the Easter Story. Discuss emotions in relation to Easter Story. Talks about some religious stories. Recognise some religious words, e.g. about God, Bible, Qur'an Discuss some of their own feelings in the stories they hear. <b>Assessment: Why do Christians put a cross in the Easter garden?</b></p>	<p>Talks about people who are special to them. Says what makes their family and friends special to them. Discusses some of the qualities of a good friend, recalling and talking about stories of Jesus as a friend to others. Recall some information from a story about a special person in Sikhism.</p>	<p>Talks about somewhere that is special to themselves, saying why. Developing awareness that some religious people have places which have special meaning for them. Talks about things that are special and valued in a place of worship Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church</p>



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	<p><b>Phase 2</b> s,a,t,p,i,n,m,d,g, o,c,k,ck,e,u,r,h,b</p> <p><b>High frequency words:</b> a, at, as, in, it, is, I, an, and, am, dad, to, into, go, no, the, get, dog, can, got, on, not, cat, up, mum, put, had, oh, him, his, big, has</p>	<p><b>Phase 2/3</b> f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th(v), th, ng, long oo, ar</p> <p><b>High frequency words:</b> he, she, me, we, be, of, if, off, you, my, they, for, will, all, went, was, from, help, too, her, with, are, yes, then, them, that, this, said</p>	<p><b>Phase 3</b> oo (u), ow, ee, ur, ai, or,</p> <p><b>High frequency words:</b> look, now, down, see, going, just, have, it's, do, so,</p>	<p><b>Phase 3</b> oa, er, igh, air, oi, ear, ure</p> <p><b>High frequency words:</b> come, some, were, one, like, by, when, little, what, day, away, play, children</p>	<p><b>Phase 4</b> CVCC, CCVC, CVC+ with previously taught graphemes, CCVCC</p> <p><b>High frequency words:</b> your, here, saw, time, out, house, about</p>	<p><b>Phase 4</b> CVC+ polysyllabic, CVC+ compound words, CCC onset words, CCVCC+ with previously taught graphemes, CVC+HFW</p> <p><b>High frequency words:</b> made, make, came, I'm, very, old, called, asked, looked, their, our, Mr, Mrs, don't, people, could</p>
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