



Christ Church C of E Primary School

EYFS Progression of Skills

2023-2024

At Christ Church we aim to make learning exciting, irresistible and relevant to the children's lives. This aim permeates through all our learning, from lessons, our learning environments (indoor and outdoor) to visits and visitors (including our parents and carers). We are proud of our school and our school community, we love learning, we love one another and we love God.

Historically, inspections have repeatedly picked up the strong relationships between the children, parents / carers and staff. We endeavour to teach literacy and maths to the highest standard to gain the greatest progress for children's outcomes. Every child is seen as an individual and the adults in the school strive to deliver personalised learning to encourage them as much as possible. The 'Whole child' is what counts.

We aim to send all of our children up into KS1 as happy, self-assured and independent individuals who want to continue to explore the exciting world of learning. We aim to foster ambitions, aspirational little characters who set out to 'do good works which God prepared in advance for us to do' Ephesians 2:10

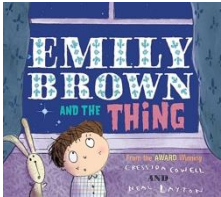

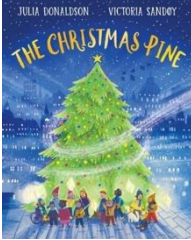
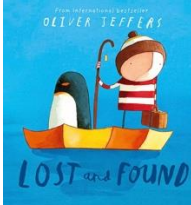
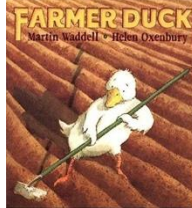
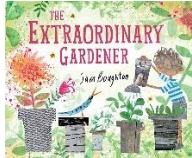
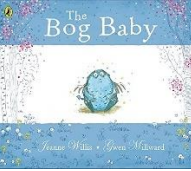
Christ Church EYFS Team



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General Themes <i>These themes may be adapted at various points to allow for children's interests</i>	Marvellous Me! Starting school / me / my family / my community / differences / autumn / harvest	Let's Celebrate	Winter Wonderland Winter / Arctic Environments / Journeys / The world around us / Chinese New Year	Sowing a seed Gardening, planting, life cycles of plants,	Creatures Great and Small Minibeasts, Dinosaurs,	Explorers Pirates, space,
Focus Texts	 Emily Brown and the Thing  The Little Red Hen	 Little Glow (Bonfire Night / Diwali)  The Scarecrow's Wedding  The Christmas Pine	 Penguin  Snow  Lost and Found	 Farmer Duck  The Extraordinary Gardener  Gigantic Turnip	 The Bog Baby  The Dinosaur that pooped a planet  Yucky Worms!	 Whatever Next  Pirates love underpants  Grandad's Island
Wow Moments / Enrichment / Key Dates / Parental Involvement	<ul style="list-style-type: none"> - Meet the teacher - Phonics workshop for parents. - Harvest Moon - 29th September - Black history month (October) 	<ul style="list-style-type: none"> - Diwali - Christmas 				



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Christ Church Early Values	<p>Values: Kindness & Self-belief</p> <p><u>Books - Kindness:</u> Dogger Room on the broom The Giving Tree Lost and Found</p> <p><u>Books - Self-belief:</u> Gruffalo How to Catch a Star</p>	<p>Values: Honesty & Independence</p> <p><u>Books - Honesty:</u> Do unto others</p> <p><u>Books - Independence:</u> Iggy Peck architect Lost and found The missing Piece The Way back Home</p>	<p>Values: Respect & Resilience</p> <p><u>Books - Respect:</u> Bog Baby Little Rabbit Foo Foo The Great Kapok Tree Tusk Tusk</p> <p><u>Books - Resilience:</u> Peace at last After the Storm Peter and the wolf Up and Down Monkey Puzzle The Way Back Home</p>	<p>Values: Responsibility & Curiosity</p> <p><u>Books - Responsibility:</u> One world Bog baby The great kapok Tree</p> <p><u>Books - Curiosity:</u> The mole who knew it was non on his business</p>	Values: Re-cap on all 6	Values: Re-cap on all 6
Christian Values	<p>Reconciliation</p> <p>The children learn and understand that adversity, reconciliation and forgiveness are the first steps to putting things right.</p>	<p>Wisdom</p> <p>The children understand that they can grow and learn through their mistakes and in turn, they will acquire wisdom.</p>	<p>Endurance</p> <p>The children will learn that sustained effort with good grace will bring it's own reward.</p>	<p>Community</p> <p>The children will understand that if they contribute to their community then everyone is taken care of.</p>	<p>Creation</p> <p>The children can reflect that God created everything that they enjoy.</p>	<p>Thankfulness</p> <p>The children can reflect on what they are thankful for within their lives and within their learning.</p>
British Values	<p>Mutual respect</p> <p>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p>Mutual Tolerance</p> <p>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations</p>	<p>Rule of law</p> <p>We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p>Individual liberty</p> <p>We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy</p> <p>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>Recap all British Values</p> <p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>



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<p>Listening Skills YN</p> <p>Intent</p> <p>Key Vocabulary</p> <p>Implementation</p>	<p>Beginning to listen to stories and nursery rhymes. Beginning to listen to instructions given. Listens during adult guided activities.</p> <p>Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem.</p> <p>Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.</p>	<p>Listens to simple stories. Listens to other people speaking to me.</p> <p>Listen, reading, wait, turn, story, caret time, join in, hand up, song, rhyme, poem.</p> <p>Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared, Adults modelling listening to others speaking.</p>	<p>Listens to others speaking and continues the conversation following on from what has been said.</p> <p>Listen, looking, wait, turn, story, caret time, join in, question.</p> <p>Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared, Adults modelling listening to others speaking.</p>	<p>Enjoying listening to longer stories. Pays more attention to what is happening in the stories being read.</p> <p>Listen, wait, turn, story.</p> <p>Daily story time and discussions around the stories read - what has happened, what might happen, what is happening in the pictures.</p>	<p>Listens more carefully. Knows why we should listen.</p> <p>Listen, wait, turn, instruction, patient, patience, join in, why, safe.</p> <p>Carpet time, group work, encouraging children to listen and explaining how to keep safe and why we should listen at different times.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments, or actions.</p> <p>Listen, wait, turn, instruction, patient, patience, join in, hand up, questions.</p> <p>Carpet time, group work, assembly time, asking children questions and modelling questions.</p>
<p>Listening Skills YR</p> <p>Intent</p> <p>Key Vocabulary</p> <p>Implementation</p>	<p>Children are beginning to listen to other children. They listen during story time and show an interest in the books being read.</p> <p>Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem.</p> <p>Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.</p>	<p>Children are listening more on the carpet and when being spoke to by their teacher and peers. Children continue to listen to new stories that are shared with them.</p> <p>Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem.</p> <p>Assembly time, Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.</p>	<p>Children's listening skills are continuing to develop and they are listening in lots of different situations such as carpet time, assembly, phonics and other lessons.</p> <p>Listen, looking, thinking time, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem.</p> <p>Assembly time, Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.</p>	<p>Children listen when both in and out of school and pay attention to the person talking. When out of school they know it is important to listen to keep safe - such as cars or Stanger danger. Listen, wait, turn, caret time, join in, hand up, question, song, rhyme, poem, safe, safety, road safety, fire alarm.</p> <p>Discussions around listening and safety such as fire alarms, road safety.</p>	<p>Children's listening skills continue to develop, they can listen in a range of situation and can listen while taking part in a guided task while remaining on task.</p> <p>Listen, wait, turn, instruction, patient, patience, join in, hand up, questions.</p> <p>Carpet time, group work, asking children questions about stories or work they are completing.</p>	<p>Children show good listening skills and can listen to one another, adults and new people with great skill.</p> <p>Listen, wait, turn, instruction, patient, patience, join in, hand up, questions.</p> <p>Carpet time, group work, assembly time, asking children questions and modelling questions.</p>



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<p>Attention Skills YN</p> <p>Intent</p> <p>Key Vocabulary</p> <p>Implementation</p>	<p>Focusing on an activity of my own choice for a short period of time. Beginning to show attention to the adults in the classroom.</p> <p>Choosing, playing, area, want, my turn, your turn, listening.</p> <p>A range of activities for the children to choose from, adults conversing with children.</p>	<p>Focusing more attention on stories being told to them. Give attention to others who are speaking to me.</p> <p>Listening, story, looking, friends, turn taking, my turn, your turn.</p> <p>Daily story time and text sharing time. Adults modelling turn taking, adults supporting children to converse.</p>	<p>Paying attention when listening to longer stories. Switches attention between listening to others and completing a task.</p> <p>Carpet, sitting, listening, joining in, stories, group.</p> <p>Carpet time, daily story time, adults modelling completing tasks and conversing and listening and supporting children to do this.</p>	<p>Focusing more attention on a chosen activity. Sits and listens during quieter or adult led activities when appropriate.</p> <p>Carpet, sitting, listening, joining in, hand up, group, listen.</p> <p>Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>	<p>Knows they sometimes have to wait their turn when speaking.</p> <p>Sitting, listening, and joining in, turn taking, my turn, your turn.</p> <p>Adults reminding children to take turns and supporting them to do this. Group activities set up for children to access.</p>	<p>Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time.</p> <p>Carpet, sitting, listening, joining in, hand up, group.</p> <p>Carpet time, assembly time, visual and verbal reminders to sit and listen.</p>
<p>Attention Skills YR</p> <p>Intent</p> <p>Key Vocabulary</p> <p>Implementation</p>	<p>Children sit on the carpet and show some attention - this may only be for a short time. Children can pay attention to one thing at a time.</p> <p>Carpet, sitting, listening, joining in, hand up, group.</p> <p>Carpet time, assembly time, visual and verbal reminders to sit and listen.</p>	<p>Children paying more attention on the carpet and during guided tasks. Children understanding why they need to pay attention.</p> <p>Carpet, sitting, listening, joining in, hand up, group, P.E, Assembly.</p> <p>Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>	<p>Children showing a good level of attention and concentration. Children being attentive during classroom tasks - both guided and independent.</p> <p>Carpet, sitting, listening, joining in, hand up, group, quiet, quietly.</p> <p>Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>	<p>Children can maintain attention in different contexts. Children show attention to both peers and adults.</p> <p>Carpet, sitting, listening, joining in, hand up, group, listen.</p> <p>Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>	<p>Children are developing their attention skills to both listen and continue with an activity.</p> <p>Sitting, listening, joining in, help.</p> <p>Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>	<p>Children attend to others in play. Children show good levels of attention during learning tasks.</p> <p>Join in, game, pretend, friend, new, game, different.</p> <p>Carpet time, assembly time, group work, playing in provision - including outside, visual and verbal reminders to sit and listen.</p>



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<p>Responding Skills YN</p> <p>Intent</p> <p>Key Vocabulary</p> <p>Implementation</p>	<p>Points to objects upon request. Beginning to join in with adult guided activities with support from an adult. Follows one key word instructions. <i>Listen, join in, come, instruction, sit, drink, Story time, discussions with adults in nursery, adults given children instructions with increasing complexity.</i></p>	<p>Responds to adults and children that are trying to converse with me. <i>Chat, discuss, my turn, your turn, turn taking.</i> <i>Discussions with adults in nursery, adults given children instructions with increasing complexity.</i></p>	<p>Answering 'who, what, where' questions. Follow a three key word sentence or instruction. Talks and responds to other children during play. <i>Questions, who, what, where, chat, discuss, my turn, your turn, turn taking.</i> <i>Discussions with adults in nursery, adults given children instructions with increasing complexity.</i></p>	<p>I am responding during conversations and reasoning using the word 'because'. <i>Reply, respond, because, converse, conversation, talking, my turn, your turn, turn taking.</i> <i>Children conversing during group work and play times - adults to model and support.</i> <i>Children being asked the reason things and encouraged to use the word 'because'.</i></p>	<p>Responds to simple questions. <i>Why, when, where, because, tell me, questions.</i> <i>Children conversing during group work and play times - adults to model and support.</i> <i>Children being asked the reason things and encouraged to use the word 'because'.</i></p>	<p>Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g. 'smart sitting on the carpet'. <i>Carpet, sitting, listening, joining in, hand up, story time, book, reading, Story time, Carpet time, asking children to join in with stories, rhymes and making predictions about texts, verbal and pictorial reminders for sitting and listening.</i></p>
<p>Responding Skills YR</p> <p>Intent</p> <p>Key Vocabulary</p> <p>Implementation</p>	<p>Children joining in with story time, rhymes, poems. Children respond appropriately when asked e.g. 'smart sitting on the carpet'. <i>Carpet, sitting, listening, joining in, hand up, story time, book, reading, Story time, Carpet time, asking children to join in with stories, rhymes and making predictions about texts, verbal and pictorial reminders for sitting and listening.</i></p>	<p>Children responding to questions based on a text that has been read. Children discussing events in stories and asking questions about these. Children responding to other children and the adults in the classroom. <i>Carpet, sitting, listening, joining in, hand up, story time, book, reading, fiction, non-fiction, why, how, questions.</i> <i>Asking and encouraging children to answer questions about texts. Children conversing and responding during play - modelled to them by adults.</i></p>	<p>Children making predictions about what might happen next in a story. Children discussing both fiction and non-fiction books. Children continuing to build a rapport with friends. <i>Carpet, sitting, listening, joining in, hand up, story time, book, reading, fiction, non-fiction, why, how, questions, predict, pretend.</i> <i>Asking and encouraging children to answer questions about texts - making predictions, Children conversing and responding during play - modelled to them by adults.</i></p>	<p>Children conversing with pupils and adults in the classroom during the day and their play. Children using talk to resolve conflict, discuss their ideas and give reason. Children using newly learnt vocabulary in their responses. <i>Join in, friends, pretend, compromise. Turn taking, fair, why, how, fiction, non-fiction.</i> <i>Children conversing during group work and play times - adults to model and support.</i> <i>Children listening to stories and answering questions.</i></p>	<p>Children keep play going by conversing and extending conversation. Children ask and answer questions <i>Join in, friends, pretend, compromise. Turn taking, fair, why, how, fiction, non-fiction, what, where, when, what could we do next.</i> <i>Children playing in provision with support of adults in regards to conversing if needed, children encouraged to ask and answer question,</i></p>	<p>Children asking questions and for clarification on new knowledge. Children explaining themselves if misunderstood. <i>Questions, why, what, when, how, explain, listen, heard, because.</i> <i>Modelling discussions on the carpet and answering questions and explaining reasoning e.g. using 'because'.</i></p>



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<p>Understanding Skills YN</p> <p>Intent</p> <p>Key Vocabulary</p> <p>Implementation</p>	<p>Recognises and points to objects that are spoken to me. Understands 1 key word instructions e.g. stop, drink.</p> <p>Instruction, telling, listen, follow, question, explain, because.</p> <p>Asking and encouraging children to answer questions either verbally or physically, giving children simple clear instructions, conversations with children.</p>	<p>Shows an understanding of text being read to them using the pictures. Understands simple concepts such as 'big/small'.</p> <p>Pictures, stories, listening, book, big, small, dark, light, open, shut.</p> <p>Asking and encouraging children to answer why questions, giving children clear instructions with two parts e.g. get your coat and then sit on the carpet'.</p>	<p>Recalling what happens in a story I have read. Understanding a three key word sentence.</p> <p>Pictures, stories, listening, book, listening, understanding. Modelling conversations with children and staff, giving children opportunities to talk about stories that have been read and shared together.</p>	<p>Beginning to understand one step instructions and questions.</p> <p>Instructions, listening, questions, get, move.</p> <p>Modelling asking and answering questions, asking children questions in a variety of situations.</p>	<p>Understanding prepositional language e.g. on, under. Asking why things are happening.</p> <p>On, under, in, inside, outside, forwards, backwards, why, explain, questions.</p> <p>Modelling the use of prepositional language, activities based around prepositional language, encouraging children to ask questions and answering the questions children have.</p>	<p>Follow 1 step instructions Understand 'why' questions.</p> <p>Instruction, telling, listen, follow, why, question, explain, because.</p> <p>Asking and encouraging children to answer why questions, giving children simple clear instructions.</p>
<p>Understanding Skills YR</p> <p>Intent</p> <p>Key Vocabulary</p> <p>Implementation</p>	<p>Children following simple 1 step instructions. Children understanding appropriate 'why' questions.</p> <p>Instruction, telling, listen, follow, why, question, explain, because.</p> <p>Asking and encouraging children to answer why questions, giving children simple clear instructions.</p>	<p>Children following clear instructions with 2 parts.</p> <p>Instruction, telling, listen, follow, why, question, explain, because.</p> <p>Asking and encouraging children to answer why questions, giving children clear instructions with two parts e.g. get your coat and then sit on the carpet'.</p>	<p>Children taking turns when speaking and responding to their peers and adults with a clear understanding of what has been said.</p> <p>Turn taking, listening, instruction, telling, listen, follow, why, question, explain, because.</p> <p>Modelling conversations with children and staff, giving children opportunities to talk with new people e.g. asking a doctor questions.</p>	<p>Children asking questions to clarify understanding and confirm knowledge. Children showing a good understanding of texts that have been read to them through their recall.</p> <p>Explain, because, why, when, what, how, don't understand, retell, vocabulary linked to book language.</p> <p>Modelling asking and answering questions, asking children questions in a variety of situations, retelling stories as a class through puppets, roleplaying, verbally and story mapping.</p>	<p>Children following clear instructions with 3 parts. Children using new knowledge and vocab in conversation and play. Children showing an understand questions through their talk and actions.</p> <p>Instructions, listening, follow, explain, repeat, non-fiction, how, why, where, when, what, because.</p> <p>Give children multiple instructions to follow verbally, explore a variety of texts together and their features, discussions around vocabulary and its meaning, ask and answer questions.</p>	<p>Children can retell a story showing a good understanding. Children understanding and using a large number of words and new vocabulary in their conversations and during discussions.</p> <p>Book specific vocabulary, animals, man-made, Soon, early, late, square, triangle, circle, soft, hard, smooth.</p> <p>Modelling retelling stories in a variety of means, model categorising words explore a range of adjectives and how these can be used to verbally describe and also be used in writing.</p>



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<p>Speaking Skills YN</p> <p>Intent</p> <p>Key Vocabulary</p> <p>Implementation</p>	<p>Links words together when speaking. Developing more speech sounds and pronunciation of sounds. I can use words to begin to communicate my needs.</p> <p><i>Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get, want, needs.</i></p> <p><i>Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day, encourage more reluctant children to talk.</i></p>	<p>Using words to communicate what I want and make myself understood. Asking 'what' questions. Using the terms 'me, him, her'.</p> <p><i>Conversation, turn taking, why, because, and, what, me, him, her.</i></p> <p><i>Adults modelling conversations and supporting children to converse. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, modelling the use of 'me, him, her'.</i></p>	<p>Answering 'who, what, where' questions. I can recite Nursery Rhyme from memory. I am beginning to speak simple sentences. I am beginning to link sentences with 'and'.</p> <p><i>Who, what, where, rhymes, speak, talk, sentence, and.</i></p> <p><i>Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, asking children questions and modelling and supporting children to ask questions and answering them. Daily rhymes.</i></p>	<p>I can recite or retell a past event in my life to someone else. Asking 'where' and 'who' questions.</p> <p><i>Birthday, weekend, holidays, where, when.</i></p> <p><i>Adults modelling and supporting children to recount their weekends or special events in their life, adults asking children where and who questions and supporting children to ask these questions too.</i></p>	<p>Using a wider range of vocabulary in my play. Singing some songs independently.</p> <p><i>Vocabulary related to topics children have learnt throughout the year, sing, songs.</i></p> <p><i>Adults planning in topic specific vocabulary across the year, children learning a range of songs.</i></p>	<p>Use simple sentences. Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. Use talk to organise themselves and their play.</p> <p><i>Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get.</i></p> <p><i>Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.</i></p>



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<p>Speaking Skills YR</p> <p>Intent</p> <p>Key Vocabulary</p> <p>Implementation</p>	<p>Children speaking in simple sentences. Children can say simple rhymes and sing songs and poems. Children speak to the adults and children in the class, they talk to other children during their play.</p> <p><i>Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get.</i></p> <p><i>Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.</i></p>	<p>Children using expression to communicate meaning. Children starting conversations and speaking to familiar adults. Children taking turns and telling past events. Children learning about rhyme and alliteration.</p> <p><i>Conversation, turn taking, why, because, and, cat, hat, good morning how are you.</i></p> <p><i>Adults modelling the use of intonation and exploring expression during guided reading sessions. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day. Learning about rhyme and listening to words that rhyme and creating their own.</i></p>	<p>Children using talk to pretend play. Children explaining things through speech. Children describing things through speech. Children talking in the past tense.</p> <p><i>Pretend this is, ran, fell, why, because, I think, this morning, last night.</i></p> <p><i>Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day, adults supporting children verbally to use the past tense, recapping activities and the day through conversation or the use of a visual timetable.</i></p>	<p>Children using talk to clarify their thinking and ideas. Children speaking in well-formed sentences. Children using speech to reason and problem solve. Children verbally telling stories.</p> <p><i>I think, because, why, when, does, and, because, next, after that, let's try.</i></p> <p><i>Adults modelling and supporting children to resolve problems, giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.</i></p>	<p>Children explaining how things work, what has happened and why. Children solving problems, reasoning with others and fixing friendship issues through speech. Children adding detail to their sentences. Children describing things that have happened in their life to others.</p> <p><i>I think, because, why, when, does, and, because, next, after that, let's try, feelings, experience, went to, going to, please, thank you,</i></p> <p><i>Adults guiding children to solve their problems, sequencing stories pictorially and verbally as a class, discussing feelings through conversations and stories, encouraging children to articulate their own feelings.</i></p>	<p>Children creating an imaginary story of their own in play. Children speak clearly in well-formed sentences. Children using new vocabulary in different contexts. Children use past, present, and future tenses in conversation with peers and adults.</p> <p><i>Play, pretend, topic specific vocabulary, now, then, before, after, if, because, so, could,</i></p> <p><i>Small world props available daily to allow children to act out stories, support from adults to use the correct tense and speak in full sentences, conversations through whole class inputs, guided group work and 1:1 with peers and adults in the class to happen daily.</i></p>



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Self-Regulation YN - Expressing Feelings -Managing Behaviour	<p>I can express when I feel happy, sad, tired or upset. I can find out about emotions through stories and discussions.</p> <p>Feelings, emotions, happy, sad, angry, tired, upset, scared,</p> <p>Books read focusing on feelings and emotions. Group discussions on emotions - particularly relating to starting nursery. Adults asking children to express how they're feeling- adults modelling too.</p>	<p>I can sit nicely and keep my feet to myself. I can look after the toys and equipment in the classroom..</p> <p>Sit, smart sitting, listening ears, careful, look after, tidy up.</p> <p>Children being supported and reminded to sit nicely on the carpet and keep their feet to themselves. Children having a regular tidy up time where they are supported and encouraged to tidy up.</p>	<p>I will talk about my feelings. I can wait my turn. I tidy up the resources that I have used. I am following the behaviour expectations of nursery.</p> <p>Feel, feelings, wait, turn, patience, tidy, tidy up, behaviour, rules, listening.</p> <p>Adults supporting children to talk about their feelings. Children being told when it is tidy up time and told if an area needs to be tidied up, children reminded of the behaviour expectations and supported to follow them.</p>	<p>I know what 'right' choices are and I try my best to make the right choice. I can talk about my feelings and explore why I might be feeling this way.</p> <p>Right, good choice, bad choice, feelings, why.</p> <p>Adults prompting children to explain the choices they have made. Children talking about their feelings with adults and exploring together why they feel this way - discussions, stories etc.</p>	<p>I can calm myself down using a strategy that works for me. I am managing my feelings. I show control with my emotions. I can think about how others feel.</p> <p>Calm, breathe, quiet space, feel, friends.</p> <p>Adults modelling calming techniques, children being supported to manage their feelings and emotions and given tools to do this independently.</p>	<p>I am showing more control over my feelings and behaviours. I am showing more perseverance and resilience when facing a challenge. I can talk about the changes as I start school and how I feel.</p> <p>Emotion, feeling, happy, sad, frustration, explain, why, turn taking, my turn, your turn, nervous, excited, change</p> <p>Adults modelling calming techniques, children being supported to manage their feelings and emotions and given tools to do this independently. Discussions around starting school and transition between nursery and school.</p>
Self-Regulation YR - Expressing Feelings -Managing Behaviour	<p>Children talk about their feelings to trusted adults or special friends.</p> <p>Feelings, emotions, happy, sad, angry, good, bad.</p> <p>Books read focusing on feelings and emotions. Class discussions on emotions - particularly relating to starting school.</p>	<p>Children are sharing more often or may comfort a friend who is upset. Children identify their own emotions and name them.</p> <p>Happy, sad, angry, upset, cry, nice, problem, feeling, emotions.</p> <p>Books read around sharing, friendships, conflicts. Adults modelling resolving conflict. Adults asking children to express their feelings.</p>	<p>Children who are very upset know who they can talk to or know some ways to calm themselves down if needed. Children are becoming more proud of themselves for achieving things such as learning star.</p> <p>Proud, pride, happy, breathing, feel, feelings, emotions, happy, sad.</p> <p>Adults giving children time to present any achievements and children knowing they can talk to their teachers about the achievements they have made.</p>	<p>Children have an adult in school they trust and will talk to. Children talk about their interests and likes and dislikes at school.</p> <p>Choice, explain, say, worry, sad, help.</p> <p>Adults prompting children to explain the choices they have made. Children spending time with the adults in their classroom so they feel comfortable to talk about any concerns they may have.</p>	<p>Children try and share, take turns, reason and look after one another. They apologise if they hurt someone accidentally or make someone else upset.</p> <p>Sorry, upset, sad, accident, help.</p> <p>Adults modelling apologies and explaining to children when an apology is necessary.</p>	<p>Children show emotional maturity ready for the emotional resilience needed for KS1. Children can use reason and resolutions with other children to keep games and play fair.</p> <p>Emotion, feeling, happy, sad, frustration, explain, why, turn taking, my turn, your turn.</p> <p>Adults providing children with a range of strategies to deal with anger and other emotions.</p>



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Managing Self YN - Self Awareness - Keeping Healthy - Independence - Collaboration	<p>I can take turns with other children with adult support. I can explore the classroom with adult support. I can use the toilet with adult support.</p> <p>Turn taking, children, friends, classroom, explore, areas, toilet, wipe, flush, wash hands.</p> <p>Adults supporting children to turn take, children encouraged to explore their classroom and the available resources, children supported to use the toilet.</p>	<p>I will have a go at new things. I am washing my hands after using the toilet with some reminders to do so.</p> <p>Try, have a go, washing hands, soap, water, dry.</p> <p>Children encouraged to try new things and regular activities available for children to choose from, children encouraged verbally to use the toilet.</p>	<p>I am showing more independence and confidence in the classroom and when exploring areas. I will use the visual timetable to know what is happening in my day.</p> <p>On my own, by myself, independently, confident, explore, have a go, try, timetable, next.</p> <p>Children encouraged to independently do things by the staff, children having access to the visual timetable that is changed daily.</p>	<p>I can use the toilet independently. I can focus on my task for a longer period of time. I can talk about healthy food choices.</p> <p>Toilet, wipe, flush, wash hands, focus, attention, listen, healthy, treat food, fruit and vegetables.</p> <p>Children encouraged to use the toilet independently, children working in guided groups to complete activities, children learning about food choices and what a healthy food choice is.</p>	<p>I can manage when routines change. I can talk about why we need to wash our hands. I can play nicely with others and extend others play.</p> <p>Routine, happens next, change, wash hands, healthy, health, play, nice, friends, turn taking, sharing, joining in.</p> <p>Children learning about germs and then importance of washing our hands and bodies to keep safe and clean, children encouraged and supported to play nicely with other children.</p>	<p>I can talk about my achievements in a positive way. I am becoming more independent in looking after myself, ready to start reception.</p> <p>Proud, pride, positive, happy, independent, on my own, by myself, reception.</p> <p>Discussions about the year and the progress the children have made, children encouraged to be independence in their care and learning and linking this to discussions around moving to Chestnut class.</p>
Managing Self YR - Self Awareness - Keeping Healthy - Independence - Collaboration	<p>Children are becoming more independent at coming into school in the morning and getting ready for home at home time. They are using the toilet independently most of the time at school. They know it is okay to ask for help and will do so.</p> <p>Get, book bag, water bottle, pack-up, timetable, toilet, wiping, listening.</p> <p>Visual and verbal reminders to organise themselves. Reminders to use the toilet, although children should be going independently but may need some verbal support. Adults giving children simple and clear 1 step instructions such as "Get your bag".</p>	<p>Children are using their preferences to choose what they would like to do at school. Children can put their coats on and are becoming more confident and skilled in using buttons and zips.</p> <p>Play, playing, area names of the classroom, help, please, dress, undress, clothing names, listening, next.</p> <p>Children given the choice to play in the area they would like to in the classroom. Adults to build up relationships with the class so they feel comfortable to ask for help. Verbal and pictorial reminders and support to get changed.</p>	<p>Children are becoming much more independent - getting things for home, eating their dinner and snacks, asking for help, getting a drink when they want one. Children independently making healthy food choices such as at dinner time.</p> <p>Toilet, food, drink, knife, fork, help, tired, poo, healthy, treat food.</p> <p>Adults to build a good relationship with the class so they feel comfortable to ask for help or express their needs. Lessons and activities based around healthy and unhealthy foods.</p>	<p>Children looking after themselves at school (personal and hygiene needs). Children developing resilience and perseverance independently.</p> <p>Dress, undress, zip, button, help, try again, tricky, hard, challenge, safe, road safety, look both ways, listening.</p> <p>Children being asked to independently dress themselves. Children given challenges in class. Children having to explain how to be safe on roads and paths or being taken out of school as a class on a walk.</p>	<p>Children are confident to try new things. They continue to develop their resilience and perseverance independently. Children can continue to look after and care for themselves.</p> <p>Like, dislike, why, explain, reason, resilience, try again, rule, road safety, directions, listen, next, after that.</p> <p>Regular new activities introduced to the class. Discussions around resilience and perseverance. Discussions around road safety or a class walk.</p>	<p>Children continue to look after themselves and understand what healthy choices are. Children have developed resilience, independence and perseverance to support them through transition and the next step in their school journey.</p> <p>Challenge, harder, next level, healthy, food groups, fats, proteins, carbohydrates, dairy, food names, physical activity, P.E, work out.</p> <p>Challenges in the classroom and during adult guided work. Discussions and lessons around keeping healthy.</p>



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<p>Building Relationships YN</p> <p>- Social Skills - Communication</p>	<p>I can take turns with other children with support from the adults in nursery. I can separate from my parent/caregiver with adult support.</p> <p>Turn taking, sharing, friends, help, listening, later, worry, parent names.</p> <p>Children supported to separate from care giver - transition settling in sessions to take place before full time nursery is possible, children supported to turn take in a guided group session.</p>	<p>I will play alongside other children in my class and may need adult support to do this. I play simple turn taking games in adult guided groups. I am showing more interest in other children's play.</p> <p>Play, nicely, share, turn take, adult, help, nicely, join in, friends.</p> <p>Adults modelling play and verbally supporting play, children playing turn taking games in the adults.</p>	<p>I can come into nursery with minimal support from an adult. I can talk about my family. I am beginning to show friendly behaviours to my peers.</p> <p>Happy, proud, come in, family, family names, friends, friendly.</p> <p>Children praised for coming into their class well, adults prompting children to discuss their families and who lives with them - guided and independent tasks based around this, children encouraged to be friendly to the other children in their class.</p>	<p>I am forming friendships with some children in nursery. I am becoming more confident in the social situations.</p> <p>Friends, special friend, best friend, confident, talking.</p> <p>Adults modelling social situations and back and forth conversation, children having time to play with who they want in the area of their choosing.</p>	<p>I help others who are upset. I am beginning to solve conflicts with others. I am showing more social confidence.</p> <p>Sad, help, upset, tissue, problem, solve, together, friends, turn taking, confident, outgoing, talking.</p> <p>Adults modelling supporting upset children for children to copy themselves e.g. giving hugs, giving tissues or a favourite teddy, children given methods to resolve conflicts such as using a sand timer when sharing a toy.</p>	<p>I can ask new adults questions. I find solutions to conflicts I have had. I can talk about what a friend is and name some of my friends when asked.</p> <p>Questions, why, where, what, when, solution, fix, turn take, adult help, friend, friend names.</p> <p>Children encouraged to ask questions to people, children encouraged to resolve conflict using the techniques learnt at school children discussing who they are going to school with next year.</p>
<p>Building Relationships YR</p> <p>- Social Skills - Communication</p>	<p>Children are building new positive relationships with pupils and staff in Reception. They may begin to play alongside other children if ready.</p> <p>Friend, teacher, peer, class, others, happy, talk, conversation, play, group, roleplay, small world.</p> <p>Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions. Conversations modelled by adults.</p>	<p>Children are building on the relationships started last term. They are talking to children and adults and beginning to ask for help if they need it.</p> <p>Friend, class, teachers, help, please, talk, conversation.</p> <p>Adults modelling respectful conversations, adults building positive relationships so children feel comfortable to ask for help.</p>	<p>Children have friendships and may have a special friend. They play with these children in and out of the classroom and are happy</p> <p>Talk, friends, friend names, play, classroom area names.</p> <p>Children provided with lots of opportunities to play with others and make friends with other children.</p>	<p>Children are building relationships through play and talk and converse to many of their peers.</p> <p>I think, because, why, when, please, turns, next, shall we, pretend.</p> <p>Adults modelling negotiation, children supported to negotiate and play. Lots of opportunities for children to play.</p>	<p>Children continue to build strong bonds with other children and care for their peers e.g. getting them tissues, asking them to join in with a game.</p> <p>Do you, like, dislike, your turn, my turn, minutes, shall we.</p> <p>Stories around considering others, prompts to share, collaborate with other children if necessary.</p>	<p>Children know if they have hurt someone's feelings and will apologise without being asked.</p> <p>Children know some children might like or dislike the things they do and that it is okay.</p> <p>Children look after each other and want to help their friends. Your turn, my turn, you can have it, share, sad, happy, friend.</p> <p>Stories around conflict, responsibility, individuality and needs of others.</p>



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General yearly Physical Development progression	<ul style="list-style-type: none"> - Supporting children to pick up heavier items with two hands and handling heavier objects carefully - or asking for support. - Balancing on one foot for short periods of time - still or hopping. - Learning to climb with care. - Learning to navigate simple obstacles e.g. walking across planks, jumping off small steps. - Learning how to co-ordinate a large ball e.g. rolling, throwing, catching, playing games. - Learning to ride a balance bike by 'scooting' along and using feet as brakes. 					
Gross Motor YN	<p>Walk and crawl confidently. Climb using two feet at a time. Knowing how to scoop and pour e.g. sand, mud. To run around with some control and direction. Clapping and stamping to music.</p> <p>Walk, crawl, skill, carefully, safe, safely, scoop, use, pour, dig, tools, sand, mud, water, run, careful, clapping, stamping.</p> <p>Children playing games that involve walking and crawling, adults modelling good posture when walking and crawling, children supported on a climbing frame physically and verbally, children having access to mud, sand, water, children dancing and clapping during a guided singing time.</p>	<p>Begin to move slowly on a balance bike. Begin to use a climbing frame with support from an adult.</p> <p>Balance, careful, bike, safe, safely, climb, high, feet, watch, hands, help, swing, kick, move, jump.</p> <p>Children using balance bikes with guidance from adults in the provision, children having access to a climbing frame and supported to use them, children using a swing and verbally supported or modelled to - how to use.</p>	<p>Children putting on their own coat (needing support to do their coat up still), Children putting on their own shoes. Going up and down stairs with control and balance.</p> <p>Coat, independently, by yourself, help, ask, shoes, up, down, watch, careful, safely, control, balance.</p> <p>Children encouraged to put on their coat and shown how to do this step by step, children encouraged to put on their shoes and shown how to do this step by step, children going up and down stairs to develop confidence and independence to do so.</p>	<p>Children can kick a large ball with some control. Children can throw a ball with some control. To begin to balance on one leg. To dance with control using different parts of their body. To use the available equipment to create an obstacle course to navigate.</p> <p>Kick, large, ball, hands, feet, fast, slow, watch, control, balance, leg, hop, jump, still, dance, obstacle, move, jump.</p> <p>Children having a range of different sized balls to play with independently, children supported to balance on one leg and playing games where they balance on one leg, children provided with music to dance to and adults to model dances for children to follow.</p>	<p>To use a balance bike more confidently. To run with more confidence and skill. To independently use a climbing frame or similar resource, To begin to show good posture when sitting on the carpet.</p> <p>Balance, bike, look, watch, careful, skill, navigate, independently, climb, frame, careful, safe, straight, cross legs, cross arms, smart sitting.</p> <p>Children having access to balance bikes to use independently, Children having access to a climbing frame and obstacle like equipment, children given time to sit and listen on the carpet and supported to sit correctly during this time.</p>	<p>To make up own movements with their body. To begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table.</p> <p>To be able to climb safely. Children choosing the right equipment to move safely.</p> <p>Dance, Move, Sit, sitting up, straight, smart sitting, posture, floor, carpet, table, pen, pencil, scissors, ball, racket, rope, cone.</p> <p>Children having music to dance to and move to, Children sitting at tables, sitting on the carpet, children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use.</p>



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General yearly Physical Development progression	<ul style="list-style-type: none"> - Children will develop overall body strength, co-ordination, balance, and agility to support lessons in dance, gymnastics and sport. - Children will develop their fine motor skills to use a range of tools safely and confidently. - Children will always have access to pencils, paintbrushes, scissors, knives, forks, and spoon. - Children will develop a good posture when sitting at a table (classroom and dinner times) - Develop a good pencil grip ready for Year 1 writing expectations. 					
Gross Motor YR	<p>Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. Begin to safely use tools and equipment.</p> <p>Sit, sitting up, straight, smart sitting, posture, floor, carpet, table, pen, pencil, scissors, ball, racket, rope, cone.</p> <p>Children sitting at tables, sitting on the carpet, children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use.</p>	<p>Begin to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways.</p> <p>Sit, sitting up, straight, smart sitting, balance, follow me, climb, apparatus, mats, slither, crawl, skip, jump, hop, side step.</p> <p>P.E Lessons focusing on strength and balance - using equipment to climb, using mats to make a range of shapes with their body, moving around the sports hall in different ways.</p>	<p>Continue to develop overall body strength, balance and coordination.</p> <p>Developing in ability when dancing to music.</p> <p>Strength, balance, coordination, climb, dance, dance move, music, shape, shape names, tension, floppy.</p> <p>P.E Lessons focusing on strength and balance - using equipment to climb, using mats to make a range of shapes with their body, listening to music and experimenting with moving their body, copying dance moves and creating their own.</p>	<p>Negotiates space successfully and can adjust speed and direction.</p> <p>Showing increasing control with a ball.</p> <p>Space, surroundings, aware, speed, direction, control, ball, looking, racket, hands, eyes.</p> <p>Moving around during P.E lessons and negotiating around a range of obstacles at different speeds - replicating it outside in their play</p>	<p>Using equipment safely with consideration to others.</p> <p>Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing.</p> <p>Equipment, ball, cones, safety, careful, running, jumping, stepping, dancing, hopping, skipping, climbing.</p> <p>Children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use - children reminded to use this carefully around other children.</p>	<p>Negotiate space and obstacles safely.</p> <p>Show strength, balance and coordination when playing.</p> <p>Move energetically in a range of different ways.</p> <p>Space, carefully, aware, surroundings, direction, speed, strength, coordination, play, playing, running, jumping, hopping, skipping, climbing, moving, travelling.</p> <p>Adults prompting children to run safely, adults supporting children with gross motor skills by setting up activities and children having access to the equipment at all times.</p>



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Fine Motor YN	<p>Children using a palm grip when using mark making tools. Children using a spoon to feed themselves correctly. Children using spring loaded scissors to make snips into paper with adult support.</p> <p>Pencils, tools, spoon, food, feed, safely, hand, scissors, snips.</p> <p>Pencils available for children at all times, spring loaded scissors available for children to use, children supported to feed themselves.</p>	<p>Children mark making by scribbling and colouring. Children exploring a range of fine motor activities and implements, Children using a spoon and a fork to feed themselves.</p> <p>Pen, pencils, scissors, paintbrush, finger, finger strong, dough, dough disco, colouring, spoon, fork.</p> <p>Fine motor activities in the class as well as adult guided activities - drawing, writing, cutting, tracing ect. Children having access to mark making materials at all times, children encouraged to feed themselves with spoons and forks.</p>	<p>Beginning to use a four finger grip to use mark making tools, Using construction equipment correctly to build e.g. Duplo, Magnitiles. To develop more independence when using spring loaded scissors.</p> <p>Pencil, grip, hand, fingers, skill, scissors, snips, control, build, independence.</p> <p>Adults supporting children to develop their pencil grip - verbally, moving fingers, construction kits available for the children to use.</p>	<p>Children making more controlled marks when drawing and mark making, Children manipulating dough through rolling, squeezing, balling and patting.</p> <p>Mark making, pencils, pens, colours, dough, dough disco, rolling, squeezing, balling, patting, poking.</p> <p>Children having access to mark making materials to use independently, children having dough to use and manipulate, adults modelling the use of dough and how to draw with skill.</p>	<p>Children using a two finger and a thumb grip. I can draw and paint clearer shapes and pictures when drawing and painting. Children showing some threading skills.</p> <p>Thumb and fingers, pencil, grip, draw, pencil, shape, drawing, care, time, threading.</p> <p>Adults supporting children to develop their pencil grip - verbally, moving fingers, pencil grips if children need support. Threading activities and independent activities too e.g. leaves and string, children being able to draw freely.</p>	<p>Children using pencils and other equipment comfortably for them. Children beginning to make snips in paper either using one hand or two independently. Children turning pages in a book one at a time. Children may form some letters in their name.</p> <p>Pencils, tools, equipment, safely, hand, scissors, snips, letters, letter shapes.</p> <p>Pencils available for children at all times, scissors available for children to use, activities for children that include mark making, name writing and snipping paper.</p>



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Physical Development	Autumn 1 4/9/23 - 20/10/23	Autumn 2 30/10/23 - 21/12/23	Spring 1 8/1/24 - 9/2/24	Spring 2 19/2/24 - 28/3/24	Summer 1 15/4/24 - 24/5/24	Summer 2 3/6/24 - 24/7/24
Fine Motor YR	<p>Children using pencils and other equipment comfortably for them. Children making snips in paper either using one hand or two.</p> <p>Pencils, tools, equipment, safely, hand, scissors, snips.</p> <p>Pencils available for children at all times, scissors available for children to use, activities for children that include mark making, name writing and snipping paper.</p>	<p>Children continuing to develop their fine motor skills.</p> <p>Children beginning to learn correct letter formations and use these in their writing.</p> <p>Pen, pencils, scissors, paintbrush, finger, finger strong, dough, dough disco, letter formation, letters, rhymes, writing.</p> <p>Fine motor activities in the class as well as adult guided activities - drawing, writing, cutting, tracing ect.</p> <p>Weekly handwriting lessons - children introduced to new formations from Little Wandle to copy and then use during writing activities.</p>	<p>Developing an effective pencil grip.</p> <p>Developing skill when using tools including scissors.</p> <p>Pencil, grip, hand, fingers, skill, scissors, snips, control.</p> <p>Adults supporting children to develop their pencil grip - verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.</p>	<p>Children forming recognisable letters with an effective pencil grip.</p> <p>Letters, trace, rhymes, pencil grip.</p> <p>Children being taught letter formations, incorrect formations being corrected and teachers supporting children to correct these, Adults supporting children to develop their pencil grip - verbally, moving fingers, pencil grips if children need support.</p>	<p>Confidently using scissors and small tools.</p> <p>Beginning to use a tripod grip to draw and write accurately.</p> <p>Scissors, small tools, tripod, fingers, draw, pencils.</p> <p>Adults supporting children to develop their pencil grip - verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.</p>	<p>Children using the tripod grip.</p> <p>Using a range of small tools.</p> <p>Showing accuracy when drawing.</p> <p>Tripod, pencil, grip, skill, tools, pen, pencil, scissors, weaving, threading, accuracy, drawing, detail, tracing.</p> <p>Adults supporting children to develop their pencil grip - verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials.</p>



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EYFS Progression of Skills

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Literacy	Autumn 1 4/9/23 - 20/10/23	Autumn 2 30/10/23 - 21/12/23	Spring 1 8/1/24 - 9/2/24	Spring 2 19/2/24 - 28/3/24	Summer 1 15/4/24 - 24/5/24	Summer 2 3/6/24 - 24/7/24
Comprehension YN	<p>Beginning to join in with familiar rhymes and stories. Singing some parts or certain Nursery Rhymes. Hears new vocabulary from stories, rhymes, poems and non-fiction books. Have a favourite book and seeking it/them out to share with an adult or look at alone.</p> <p>Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look, favourite.</p> <p>Reading together, pointing to the words, talking about the pictures in books, retell stories, point out words. Sing nursery rhymes, songs and read poems. Children having access to a variety of texts. (link to themes and books suggested above)</p>	<p>To understand that we should turn one page at a time in a book. To begin to understand that print has meaning. To talk about the pictures in a book with support.</p> <p>Texts, books, story, careful, print, words, says, pictures, happening.</p> <p>Reading together, exploring a wide range of books and discussing them together, Asking questions about books and modelling to the children how to talk about the pictures.</p>	<p>To enjoy singing a range of rhymes and songs. To enjoy listening to longer stories. To join in with some simple repeated refrains in well know stories/ rhymes.</p> <p>Rhymes, songs, listen, join in, actions, story, repeat.</p> <p>Daily songs and nursery rhymes, children having story time with increasingly longer stories being told, stories with repetition in them to be shared with the class more than once so children can learn the phrases used.</p>	<p>To begin to understand we read from left to right and top to bottom. To begin to name the parts of a book e.g., front cover, title, author.</p> <p>Story, words, direction, top, bottom, front, cover, title, author.</p> <p>Stories shared daily with the children, adults to model reading the story using their finger along the words they read. Adult to tell the children the parts of the book and book title and author when sharing the story with the class.</p>	<p>To enjoy listening to longer stories and remember much of what happens. To talk about a story, turning one page at a time. To answer simple questions about stories. Beginning to predict what might happen in a story.</p> <p>Story, discuss, talk, questions, predict, guess, happen next.</p> <p>Children having story time with increasingly longer stories being told, Adults asking children what happens in a story they have already read, or what they think might happen in a story, children having access to stories to read independently</p>	<p>To engage in extended conversations about stories. To know and say how the story might end. To tell a longer story. To listen to and enjoy sharing a variety of books and discuss the new vocabulary learnt.</p> <p>Discuss, questions, why, end, guess, predict, tell, retell, words.</p> <p>Daily story time, adults prompting children to discuss the stories they have read, children making predictions about what might happen at the end of a story, a variety of books on offer in nursery.</p>



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Comprehension YR	Children joining in with rhyme, songs and poems. Children are encouraged to hold a book correctly and carefully turn pages. Children understand books have a beginning and an end Children listen and enjoy sharing a range of books both fiction and non-fiction. Children know that text in English is read top to bottom and left to right. Children can recognise pictures and illustrations in a text Vs the writing. Children spotting familiar words in books. Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look, beginning, middle, end. Reading together, pointing to the words, talking about the pictures in books, retell stories, point out words. Sing nursery rhymes, songs and read poems. (link to themes and books suggested above)	Children being able to sequence two events from a familiar story - possibly with the use of prompts for support. Children discussing and hearing a range of books - non-fiction and fiction. Children being asked questions liked to the books read to them. Children using texts and images to answer simple questions. Texts, books, story, non-fiction, fiction, questions, who, what, where, why, when, pictures, illustrations. Reading together, exploring a wide range of books and discussing their features, Asking questions about books we have read, asking 'ye' and 'no' questions about texts, model using puppets to act out stories.	Children having favourite books and rhymes - they may know these books from memory. Say what they liked or disliked about a story. When listening to a story children use the images to help them read. Children are becoming increasingly more confident with their understanding of new words in stories. Children can use a books front cover or blurb to make a prediction. Text, pictures, what, why, how, when, where, like, dislike, rhyme, play. Model using pictures to infer clues about the text, Ask children to predict what is happening by using the pictures in different texts, discuss different vocabulary and phrase meanings, ask questions about phrases used, ask children to vote for stories or say if they liked or disliked a story.	When children are playing they are adapting, roleplaying or using vocabulary from stories they've read or heard. When reading a well-known or repeated story children will join in. Showing an increasing confidence in sequencing a story. Gives a suggestion to the ending of a story using the front cover, blurb and beginning to support their suggestions. Story, order, sequence, retell, end, repeat. Give picture cards of stories, create story maps or provide small world areas with the characters from read stories, discuss and display new vocabulary, ask children for their predictions of how a story is going to end, ask children if they liked or disliked a story and to give a reason.	Use events in a story to suggest what might happen next (with reasonable suggestions being made). Know what non-fiction and fiction means and can talk about the two text types. Correctly sequence a story. Use 'because' to give reason when answering 'why' questions about a text. Rehearse and recall rhymes and stories and remembering actions to well-known rhymes e.g. Incy Wincy spider, grand old duke of York. Sequence, story, what, why, difference, non-fiction, fiction, poetry, act out, show me. Children to sequence a story in their writing. Ask children questions about what will happen next and to give a reason, children to explain the kind of text the class is reading and how they know e.g. fiction books have information, ask 'why' questions about texts.	Converses about books talking about the events, the parts they liked and dislikes and gives reason as to why they feel this way. Knows key vocabulary used in a range of books. Continue to develop their roleplay to involve the storylines of the books read to them. Recalls many parts of a text with accuracy. Vocabulary, words, recall, retell, next, after that, why, when, like. Provide resources for children to access linked to read texts, literacy tasks based on innovating known stories e.g. Going on a fish hunt. Asking children to reason how they feel about a text. Discussing and explaining new vocabulary used in texts shared with them.
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EYFS Progression of Skills

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Literacy	Autumn 1 4/9/23 - 20/10/23	Autumn 2 30/10/23 - 21/12/23	Spring 1 8/1/24 - 9/2/24	Spring 2 19/2/24 - 28/3/24	Summer 1 15/4/24 - 24/5/24	Summer 2 3/6/24 - 24/7/24
Word Reading YN	<p>Hear different environmental sounds around me. Begin to recognise some environmental print such as supermarket logos.</p> <p>Hearing, listening, sound, recognise, logo.</p> <p>Support and modelling of listening to environmental sounds.</p> <p>Logos in the environment and in role play areas for children to discuss.</p>	<p>Discriminate between different instrument sounds. To sing and perform actions to a familiar nursery rhyme. Say the rhyming word at the end of a familiar rhyme</p> <p>Instruments, hear, listen, sing, perform, actions, nursery rhymes, rhyme, join in.</p> <p>Children listening to instruments as we as having access to using instruments too.</p> <p>Children learning new nursery rhymes and accompanying actions.</p> <p>Children being prompted to say the missing words in known nursery rhymes.</p>	<p>To begin to recognise my own name with support. Recognise rhythm in spoken words by clapping syllables.</p> <p>Name, rhythm, clapping, syllables.</p> <p>Children clapping out the syllables in their name as supported by the adults e.g. after dinner before going outside children clapping their name as the outdoor 'password'.</p>	<p>To identify signs and symbols in the environment and recall what they mean. Spot or suggest rhymes.</p> <p>Meaning, sign, symbol, logo, rhyme, rhyming words.</p> <p>Adults to provide a variety of print around the nursery e.g. fire exit, logos, labels for items and areas.</p> <p>Children signing songs and rhymes, playing rhyming games verbally.</p>	<p>To begin recognising some words that start with the same initial sound. To begin to recognise some individual letter sounds with support</p> <p>Sound, letters, meaning.</p> <p>Children having access to text in the environment and in books. Letters and sounds around in the nursery for children to have access to and see/speak to adults about.</p>	<p>To recognise my own name independently. To begin to recognise some individual letter sounds with support. Recognise some words with the same initial sound e.g. m for mummy and milk.</p> <p>Orally blend a simple word.</p> <p>Name, letters, words, same.</p> <p>Children seeing their name written in a variety of places e.g. peg, bottle, hats, placemats, letters being in the environment, discussions with adults about words with similar sounds, adults supporting children to orally blend words.</p>



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Word Reading YR						
<p>Word Reading YR</p>	<p>Phonics lessons / First sound reading books introduced and children read graphemes s,a,t, p, i... Begin to blend some simple words Children read a few common exception words matched to the Little Wandle phonic programme. Letters, phonemes, read, sounds, tricky words. During Phonics lessons children shown the graphemes and children saying the corresponding phonemes, during reading time children saying the phonemes in their books to match the graphemes seen. Children encouraged to segment and then blend the sounds together in both phonics lessons, literacy lessons and reading time. Children introduced to tricky words to sight read.</p>	<p>Continue to read individual graphemes. Blend simple sounds into VC or CVC words. Children read a few common exception words matched to Little Wandle phonic programme. Letters, phonemes, read, sounds, tricky words. During Phonics lessons children shown the graphemes and children saying the corresponding phonemes, during reading time children saying the phonemes in their books to match the graphemes seen. Children encouraged to segment and then blend the sounds together in both phonics lessons, literacy lessons and reading time. Children introduced to tricky words to sight read.</p>	<p>Continue to read graphemes as well as some digraphs. Children reading simple phrases and sentences with known graphemes / phonemes and a few exception words from memory. Digraph, read, sounding out, tricky word, CVC, sound buttons. During Phonics lessons children shown digraphs, children to read the two graphemes as one phoneme. Reading fluency developed and children encouraged to read simple phrases and sentences during phonics lessons and reading time. Children introduced to more 'tricky words' to sight read.</p>	<p>Children read some graphemes, digraphs, simple phrases and sentences with known graphemes / phonemes and a few exception words from memory. Digraph, read, sounding out, tricky word, CVC, sound buttons. During Phonics lessons children shown digraphs, children to read the two graphemes as one phoneme. Reading fluency developed and children encouraged to read simple phrases and sentences during phonics lessons and reading time. Children introduced to more 'tricky words' to sight read.</p>	<p>Children beginning to read some tricky words from Phase 4 e.g. said, like, have, so. Children can re-read what they have written to check that it makes sense Tricky words, re-read, check, sense, edit, change, adapt, improve. Children shown Phase 4 tricky words to sight read. Children reminded to re-read their work to check for fluently.</p>	<p>Children able to read some tricky words from Phase 4 e.g. said, like, have, so. Children can re-read what they have written to check that it makes sense Tricky words, re-read, check, sense, edit, change, adapt, improve. Children shown Phase 4 tricky words to sight read. Children reminded to re-read their work to check for fluently.</p>



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Literacy	Autumn 1 4/9/23 – 20/10/23	Autumn 2 30/10/23 – 21/12/23	Spring 1 8/1/24 – 9/2/24	Spring 2 19/2/24 – 28/3/24	Summer 1 15/4/24 – 24/5/24	Summer 2 3/6/24 – 24/7/24
Writing YN	<p>Develop an interest in making marks. I am beginning to distinguish between marks and pictures/drawings.</p> <p>Marks, pencils, pens, paper, drawing, writing.</p> <p>Adults to provide children with writing equipment in provision for children to access independently at any time.</p>	<p>Draws marks that are not always distinguishable. Follows large pattern templates available.</p> <p>Marks, pencils, pens, paper, drawing, writing, trace, copy.</p> <p>Adults to provide children with writing equipment in provision for children to access independently at any time.</p>	<p>Adds some marks to drawings. Adds marks that to them symbolises their name.</p> <p>Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning.</p> <p>Adults to provide children with writing equipment in provision for children to access independently at any time. Adults to provide children with access to their written name.</p>	<p>Beginning to give meaning to the marks I make.</p> <p>Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning.</p> <p>Adults to provide children with writing equipment in provision for children to access independently at any time.</p>	<p>Understands that a written word conveys meaning. Name writes with the first letter of their name to 'sign' their mark making.</p> <p>Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning.</p> <p>Adults to provide children with writing equipment in provision for children to access independently at any time. Adults to provide children with access to their written name.</p>	<p>Gives meanings to the marks made. Can pretend to write in a range of contexts. Becoming more confident with name writing - I can write some or all of my name.</p> <p>Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning, letters, sounds.</p> <p>Adults to provide children with writing equipment in provision for children to access independently at any time. Adults to provide children with access to their written name.</p>
Writing YR	<p>Writes their name - copying it from a name card or trying to write it from memory. Develop an awareness that writing communicates meaning. Gives meaning to marks they make.</p> <p>Listen, speak, speaking, writing, mean, explain, what.</p> <p>Carpet time, use of the role play area, small group work modelling speaking skills, reminders to listen to and join in, reading books as a class, using the class book area, model writing during class inputs, name boards, write their name on sheets and in their writing book.</p>	<p>Continuing to develop a phoneme / grapheme relationship. Now has increasing control when making marks and drawing. Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. Uses some recognisable letters and own symbols such as their name or some initial sounds.</p> <p>Copy, trace, same, drawing, picture, neat, phoneme, grapheme, symbols, marks, letters, name, writing.</p> <p>Roleplaying resources, a mark making area or access to paper and writing tools, modelling writing during shared inputs and writing sounds 'out loud'. Children have access to sound boards in the class.</p>	<p>Children recording letters for initial sounds and end sounds. Children building and recording simple CVC words.</p> <p>Writing, initial sounds, hear, phoneme, listen, tune in, end sound, sound at the end.</p> <p>Children given opportunities during writing lessons and during choosing time to write the initial sounds they can hear, modelling writing initial sounds during shared inputs. Children moving onto hearing end sounds once ready. Children moving onto CVC words once ready.</p>	<p>Children build CVC, CVCC words using known graphemes. Children recording these. Use writing in their play. Some children moving onto caption writing if ready.</p> <p>Words, writing, sounds, phoneme, graphemes, sounding out, independently, sound talk, sound buttons, roleplay.</p> <p>CVC writing activities during guided group work and as independent challenges in the classroom, modelled during shared inputs, roleplay areas to have writing materials</p>	<p>All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. Continue to build on knowledge of letter sounds in writing.</p> <p>Writing, sounds, letter sounds, graphemes, phonemes, mark making.</p> <p>New phonemes and graphemes introduced during phonics lessons, sound mats used in literacy lessons and within class provision, a range of literacy tasks and writing activities during guided group work drawing on previously read texts.</p>	<p>Children writing for a range of purposes e.g. non-fiction and fiction writing. Write short sentences sometimes using finger spaces, capital letters and full stops.</p> <p>Instructions, recipe, story, non-fiction, fiction, information book, sentences, letter sounds, capital letters, finger spaces and full stops.</p> <p>Children writing for a range of different purposes such as fact files, stories, recipes, instructions. Modelling writing sentences in sequence with the correct punctuation - children reminded to include this verbally or pictorially.</p>



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Maths	Autumn 1 4/9/23 - 20/10/23	Autumn 2 30/10/23 - 21/12/23	Spring 1 8/1/24 - 9/2/24	Spring 2 19/2/24 - 28/3/24	Summer 1 15/4/24 - 24/5/24	Summer 2 3/6/24 - 24/7/24
Number and Numerical Patterns YN	<p>To recognise, name and match colours. To begin to show an interest in counting aloud verbally to 5. To be able to 'give 1' when asked.</p> <p>Count, number, one, colour, colour names, number songs.</p> <p>Adults providing colour matching activities and modelling naming colours, adults to model counting out during various activities and daily routines, adults to ask children for one of something and support children who are still learning to do this.</p>	<p>To be able to verbally count to 5 with developing accuracy. To develop an understanding of '2' e.g. giving 2 items or noticing 2 in the environment.</p> <p>Count, number, one, two, number songs.</p> <p>Adults to model counting out during various activities and daily routines, adults to ask children for two of something and support children who are still learning to do this.</p>	<p>To begin to be able to verbally count to 10 with developing accuracy. To develop an understanding of '3' e.g. giving 3 items or noticing 3 in the environment. To begin to compare quantities that are significantly more than and less/ fewer than visually without counting them.</p> <p>Count, number, one, two, three, number songs, more, less.</p> <p>Adults to model counting out during various activities and daily routines, adults to ask children for three of something and support children who are still learning to do this, activities based on more than and fewer than.</p>	<p>To verbally count to 10 with developing accuracy. To develop an understanding of '4' e.g. giving 4 items or noticing 4 in the environment. To compare quantities that are significantly more and less visually without counting them.</p> <p>Count, number, one, two, three, four, number songs, more, less.</p> <p>Adults to model counting out during various activities and daily routines, adults to ask children for four of something and support children who are still learning to do this, activities based on more than and fewer than.</p>	<p>To accurately count to 10. To develop an understanding of '5' e.g. giving 5 items or noticing 5 in the environment. To play simple dice and track games developing Subitising skills.</p> <p>Count, number, one, two, three, four, five, number songs, dice, die, track, counting on, subitise, without counting.</p> <p>Adults to model counting out during various activities and daily routines, adults to ask children for five of something and support children who are still learning to do this, dice and track guided activities and within the nursery provision.</p>	<p>To begin to understand that 5 can be shown in different ways, To begin to subitise to 5. To count to 10 and beyond.</p> <p>Count, number, one, two, three, four, five, number songs, dice, die, track, counting on, subitise, without counting, number bonds, different.</p> <p>Children showing 5 on their fingers in different ways e.g. how many fingers are up and how many are down, children Subitising using dice, numicon or dot cards, children counting to 10 and beyond during games, in adult guided groups or independently in play.</p>



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<p>Shape Space and Measure YN</p>	<p>To be able to play with shapes and begin to make pictures with these. To build a simple jigsaw.</p> <p>Shape, shape names, together, new shape, pictures and images, jigsaw, missing, turn, tessellate.</p> <p>Children to have access to shapes to play with and build pictures with, children to have access to puzzles to complete.</p>	<p>To begin to describe the height and size of something using the terms 'tall' or 'short' and 'big' or 'small'.</p> <p>Compare, big, small, tall, short, different.</p> <p>Adults modelling the use of vocabulary, children completing activities based on height and size comparison.</p>	<p>To use positional language 'in', 'out', 'on'.</p> <p>To find shapes in the environment. To use 3D shapes to build models.</p> <p>In, out, on, shape, shape names, 3d shape, shape names, build, model, flat surface, smooth surface, curved surface.</p> <p>Adults modelling the use of positional language. 3D Shapes available in provision for children to build with - adults modelling this and modelling the use of curves shapes Vs flat shapes.</p>	<p>To use the terms 'long' and 'short' when describing height and size. To understand and follow the instructions 'forwards' and 'backwards'.</p> <p>Long, short, describe, compare, height, size, forwards, backwards.</p> <p>Adults modelling the use of language, modelling forwards and backwards and playing games involving the skill.</p>	<p>To begin to understand what a pattern is and follow a 2 part simple pattern. To begin to describe and name some simple shapes - circle, square, triangle.</p> <p>Pattern, repeat, colour names, follow, copy, name, describe, shape, shape names, circle, square, triangle.</p> <p>Adults explaining what a pattern is and the rules of a repeating pattern, patterns in provision and activities, shapes for children to play with and use.</p>	<p>To describe weight using 'heavy, light. To copy or create a 2 part pattern. To understand and use a range of prepositional language.</p> <p>Heavy, light, weight, heavier, lighter, pattern, colour, repeat, up, down, under, on top, near, next to, across</p> <p>Children taking part in weight exploration tasks, children completing pattern tasks in guided activities, adults modelling prepositional language and supporting children to use these terms too.</p>
<p>Maths YR White Rose Maths</p>	<p>Getting to Know you: settling in, routines, exploring provision.</p> <p>Just like me! : match, sort and compare amounts. Compare size, mass and capacity and patterns.</p>	<p>It' me 1,2,3!: Representing, comparing and composing 1, 2 and 3. Exploring circles, triangles and positional language.</p> <p>Light and dark: Representing numbers to 5. One more and one less to 5. Shapes with 4 sides and Time.</p>	<p>Alive in 5: Introducing 0. Comparing numbers to 5. Composition of 4 & 5. Comparing mass and capacity.</p> <p>Growing 6,7,8: 6,7 & 8. Combining two amounts, making pairs.</p>	<p>Growing 6,7,8 (Continued): Length and Height, Time.</p> <p>Building 9 and 10: Counting to 9 and 10, 3D Shapes, spatial awareness and patterns.</p>	<p>To 20 and Beyond: Building numbers beyond 10. Counting patterns beyond 10. spatial reasoning, match, rotate, manipulate shapes.</p> <p>First, then, now: Adding more, taking away. Spatial reasoning, compose and decompose.</p>	<p>Find my pattern: doubling, sharing, grouping, odd and even. Spatial reasoning, visualising and building.</p> <p>On the move: deepening understanding, patterns and relationships, spatial reasoning, mapping.</p>



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Understanding the World	Autumn 1 4/9/23 - 20/10/23	Autumn 2 30/10/23 - 21/12/23	Spring 1 8/1/24 - 9/2/24	Spring 2 19/2/24 - 28/3/24	Summer 1 15/4/24 - 24/5/24	Summer 2 3/6/24 - 24/7/24
Past and Present YN	<p>Children using words 'now' and 'next'. Children talking about their family, who they live with and any pets.</p> <p>Now, next, family, family members names, mum, dad, brother, sister, dog, cat, rabbit, pets,</p> <p>Children playing discussion games where they take it in turns to talk about their family e.g. roll a ball and then whoever has the ball says who is in their house, adults promoting children to talk about their home and home life.</p>	<p>Children talking about their past life experiences e.g. birthdays, Christmas.</p> <p>Children using the words 'then' 'now' 'next' 'before'.</p> <p>Past, before, events, now, then, before, next.</p> <p>Adults modelling these terms correctly and rephrasing children's words so they are too using them correctly.</p> <p>Adults discussing with children their past experiences when celebrating them in nursery (e.g. Christmas time).</p>	<p>Children understanding the terms 'old' and 'new' and recognising old and new objects e.g. cars, shops, photos</p> <p>New, old, past, present, now, different, same, rusty, black and white, modern.</p> <p>Children going on a local walk and looking at old a new - houses, shops, cars, statues or memorials. Children looking at photos and objects or books from the past.</p>	<p>Children commenting on their own past experiences e.g. Easter.</p> <p>Children showing curiosity about objects from the past.</p> <p>Past, happens, events, experiences, Easter, egg hunt, same, different, old, new.</p> <p>Children discussing how they have celebrated Easter in the past.</p> <p>Children looking at photos and objects or books from the past.</p>	<p>Children confidently talking about who they are and who they live with, Children asking questions to family members about when they were young.</p> <p>Family, live with, family tree, old, new, past, questions, happened.</p> <p>Children discussing with adults during activities who they live with and who the adults are to them. Children exploring a family tree. Children having the opportunity to ask parents and grandparents about their lives in the past.</p>	<p>Children beginning to understand how to sequence two events.</p> <p>Children sequencing family members e.g. baby, mum, grandma.</p> <p>Sequence, first, last, then, before, family, names, family tree.</p> <p>Children being taught how to 'sequence' using two familiar events - either in the present day or from across the year. Children continuing with their work around families and family trees.</p>
Past and Present YR	<p>Children talk about members of their family and the relationship to them e.g. Mum, Dad.</p> <p>Family, relationships, Mum, Dad, sister, brother, grandma, grandad, friends.</p> <p>Children joining in with discussions and stories about family. Children focusing on work based on 'all about me' and their family and friends.</p>	<p>Children use the language of time when talking about past and present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p>Last week, yesterday, a long time ago, last year, before I was born.</p> <p>Discussions around past and present - events such as celebrations, remembrance day (war).</p>	<p>Children visually represent their own day on a simple timeline.</p> <p>Timeline, day, week, first, last, them, next, days of the week - names.</p> <p>Children learning about the days of the week in and out of Maths lessons. Children having a visual timetable.</p> <p>Children completing practical activities visually representation their week.</p>	<p>Children talk about and understand changes in their own lifetime and what happens when they get older.</p> <p>Changes, baby, toddler, child, teenager, adult, elderly, ages.</p> <p>Learning about life cycles of animals, learning about how we grow and change as people.</p>	<p>Children recount an event that has happened.</p> <p>Event, special, what happened, then, next.</p> <p>Discussions around events we have had at school such as school trips, visits etc.</p>	<p>Children can order experiences that have happened to them and in stories they have read.</p> <p>First, then, next, after that, finally, story.</p> <p>Adults prompting children to order experiences and stories verbally or in a written method.</p>



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<p>People, Cultures and Communities YN</p>	<p>Children talking about their families. Children talking about who is special to them and why. Children naming their family members.</p> <p>Family, family names, special.</p> <p>Adults prompting children to talk about their families and homes. Adults asking children at drop off and pick up times who it was/will be today.</p>	<p>Children talking about how we look after our friends and families. Children talking about their homes and what they have inside their homes. Children talking about the celebration of Christmas.</p> <p>Friends, family, care, look after, home, bedroom, kitchen, living room, bathroom, Christmas.</p> <p>Adults encouraging children to look after their friends and family if they want to e.g. get them a tissue, adults discussing with children their homes and what is inside their homes, children exploring a range of celebrations at nursery including Christmas.</p>	<p>Children recognising familiar signs, shops in my environment and local environment. I can talk about the transport used in my community. I can talk about the similarities and differences between celebrations I know and celebrations in other countries e.g. Christmas and CNY.</p> <p>Shop, memorial, stop sign, traffic light, transport, community, local areas, same, different, celebrate, Chinese new year, Christmas.</p> <p>Adults promoting the celebration of a range of festivals around the world, children exploring the local environment and looking at familiar shops/signs etc.</p>	<p>Children speaking positively about differences between people and ways of life. Children showing an interest in people with a range of occupations.</p> <p>Differences, same, similar, jobs, firefighter, police officer, shop worker, postal worker, driver, doctor, nurse</p> <p>Children having visits from a range of occupations and reading stories on a range of occupations too, children listening to stories that celebrate diversity and equality and encouraged and supported to do so in nursery too.</p>	<p>Children developing an idea of 'belonging'. Children beginning to understand what the 'wider world' is and how we all play a part and get along with one another.</p> <p>Belonging, groups, own ideas, the world, other countries, other people. Getting along, patience, tolerance.</p> <p>Adults introducing the idea of British Values through activities, discussions and stories. Children discussing patience and tolerance and adults supporting children to be tolerant and patient.</p>	<p>Children using the correct vocabulary to name different features of their community. Children know there are other countries than England and that they look different to ours.</p> <p>Names of the features in the environment, countries, same, different, hot, cold.</p> <p>Children exploring the local environment, drawing maps, creating small worlds versions of their local area, children learning about other countries around the world and comparing them to the country we live in.</p>



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<p>People, Cultures and Communities YR</p>	<p>Children respect special things in their own lives. Special, teddy, photo, people, toy.</p> <p>Children taught about respect, children taught about respecting special things and what this might mean to different people.</p>	<p>Children recognise that people have different beliefs and celebrate special times in different ways. Children recognise some environments that are different to the one in which they live.</p> <p>Belief, religion, special, special book, celebrate, celebration, different, same, cold, landscape related vocabulary.</p> <p>Children taught about respect, children taught about different beliefs and special times for different people.</p>	<p>Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations.</p> <p>Questions, why, country, community, where I live, story, visitor, celebrations.</p> <p>Children taught about respect, children taught about curiosity, asking questions and why we need to learn.</p>	<p>Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations including Easter.</p> <p>Questions, why, country, community, where I live, story, visitor, celebrations.</p> <p>Children taught about respect, children taught about curiosity, asking questions and why we need to learn.</p>	<p>Children know that different places are special to different people.</p> <p>Special, places of worship, churches, map, park, shops etc.</p> <p>Children taught about respect and how we can respect special places.</p>	
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<p>The Natural World YN</p>	<p>Children showing respect and care for their environment. Children talking about their home environment and school environment. Children exploring their world and environment through their senses.</p> <p>Respect care, look after, home, school, nursery, touch, see, feel, smell, hear, taste.</p> <p>Adults modelling respect and care and encouraging children to do this too, Adults talking to children about their home environment and school environment, adults setting up activities for children to explore.</p>	<p>Children exploring the changing weather and seasons, Children continuing to explore using their senses. Children naming parts of the body. Children showing more of an interest in the world.</p> <p>Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring, body part names, explore.</p> <p>Stories, discussions and activities based on the weather and seasons, adults setting up activities for children to explore, books on the body, discussions on the world, adults basing activities on children's interests.</p>	<p>Children understanding how and why we respect and care for animals. Children exploring a range of materials and natural objects.</p> <p>Respect, care, look after, materials, man-made, natural, nature.</p> <p>Adults teaching children about nature, the world and animals and how and why we care for them, Adults setting up activities to explore materials and their functions.</p>	<p>Children exploring the changing weather and seasons (Spring), Children learning about new life and plants based around Spring time</p> <p>Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring, Stories, discussions and activities based on the weather and seasons, adults setting up activities for children to explore, spring based stories, activities, looking at lambs, chicks, tadpoles,</p>	<p>Children growing plants from seeds and caring for them, Children exploring how these plants grow and change over time.</p> <p>Seeds, soil, water, care, look after, grow, Adults supporting children to plant their own seeds and grow them, Children re-visiting their plants to see how they have grown.</p>	<p>Children exploring the changing weather and seasons (Summer), Children noticing changes such as ice melting in the sun and offering a reason why.</p> <p>Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring, changes, why</p> <p>Stories, discussions and activities based on the weather and seasons, Adults setting up activities where 'changes' and 'processes' are involves such as ice melting or colour changing experiments.</p>



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<p>The Natural World YR</p>	<p>Children learn about the seasons and know it is Autumn. Children talk about the seasons and have some understanding about the changes that happen in the world. Autumn, day, dark, light, Winter, night, season, Moon, Sun, lighter, darker, shadow</p> <p>Exploring seasons through stories, videos, books. Making a record of the seasons or weather such as a weather chart, seasons booklet etc.</p>	<p>Children identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Children are beginning to understand what 're-cycle' means and why we should do it. Material, wood, plastic, glass, metal, paper, recyclable, hard, soft, rough, smooth, shiny</p> <p>Exploring the materials as a class - naming them. Exploring the properties of these materials through continuous provision and whole class inputs. Reading and investigating what recycling means and how we can recycle.</p>	<p>Children can describe an animal using some scientific vocabulary. Children have an understanding of some animal habitats and can describe them and who lives in them. Polar animals (Penguin, Artic fox, Orca, Elephant seal, Polar Bear, Snowy Owl), frozen, camouflaged, survival.</p> <p>Exploring animals and labelling them. Exploring what animals need to survive and how that changes depending on the environment they are in.</p>	<p>Discussions around human lifecycles and how we grow and change - children understanding how they have grown and how they will continue to grow. Looking at how they look and people older than them look - what is the same and what is different. Naming body parts and how to keep ourselves healthy. Hygiene, healthy, nonhealthy, grow, change, germs, 5 senses, teeth brushing, dentist, face, hair, leg, human, knee, arm, elbow, back, head, toes, ear, hands, eye, fingers, mouth, nose, parent, baby, child, adult, grandparent</p> <p>Continue with the work on seasons and weather from the Autumn term. Discussions and inputs around growth and changes in the human body. Learning about healthy eating and how the body works.</p>	<p>Children can name parts of a plant and what it needs to grow as part of the current topic. Children can grow their own plants and look after them. Children observe the plants and trees around them and how they change. Children are developing a good understanding of a lifecycle as part of the topic. Tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy Plant, stem, leaf, roots, bulb, shoot, seed, growth flower, trunk, branches. life cycle, egg, caterpillar, chrysalis, cocoon, butterfly, water, food, air</p> <p>Exploring plants and the parts of the plants, looking at lifecycles of plants, identifying plants.</p>	<p>Children are confident at naming a range of animals and where they live (habitat) and can sort some animals into the country they live in. Children care for and look after animals and encourage others to do so. Children can compare animals and observe their changes (Lifecycles) Pond, garden, woodland, seaside, habitat, wild, wildlife, native, woodland, birds, (owl, duck), insects/bugs/ minibeasts (lacewing, ladybird, woodlouse, bee, wasp, spider, tarantula, earthworm, snail, millipede, butterfly, caterpillar, microhabitats,</p> <p>Identifying, observing and exploring British animals - in person, through books, videos etc.</p>
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<p>Creating with Materials YN</p>	<p>Recognises colours and chooses them for a purpose. Uses thick paint brushes. Uses playdough to roll, cut, ball, sausage. Builds towers with large construction equipment. Colour, colour names, paint brush, paint, thick, paper, create, make, ideas, landscape, portrait, dough, roll, squeeze, shape, ball, cut, tower, build, up Children painting and colouring pictures using crayons and pencils, children having access to paint and thick paintbrushes to use, children having a malleable area with dough and tools to use, children having larger constructions equipment available.</p>	<p>Uses a glue stick to join materials together. Creates an independent craft using available materials e.g. An independent Christmas Card. Glue, glue stick, join, lid, wind up, craft, glitter, design, ideas. Children having glue sticks modelled to them by the adults in the classroom, glue sticks available for children to use at all times, children being shown ideas e.g. for a Christmas card and then given the free choice to make the card.</p>	<p>Becoming more confident when drawing e.g. potato people, Names what they have drawn and draws from memory, Adding more to their pictures and creations e.g. pom-poms, glitter. Drawing, pencils, paper, colouring pencils and pens, what, where, why, pom-poms, glitter, feathers, pasta, sequins. Children having free access to paper and pencils to draw with, adults modelling drawing while at the drawing table, adults talking to children about their artwork and process, adults 'stocking up' the creative area with a range of resources for children to freely access.</p>	<p>Using spring loaded scissors to snip, using printing materials in the paint such as sponges and shapes, Continues to develop their drawing skill. Scissors, careful, snip, print, paint, colour, clear, sponge, shapes, shape names, drawing, pencils, copy, ideas. Children having access to spring loaded scissors. Children having scissor based activities to develop their scissor skills, adults modelling scissor safety, adults guiding children to print clearly and name the tools and then these to be available in the provision for children to use themselves.</p>	<p>Building using smaller construction kits correctly, uses a range of painting and printing materials to explore form and function, children experimenting and mixing colours together, Children may create with a friend. Construction, build, ideas, paint, print, why, what, colour, mixing, new, create, collaborate, friend, together. Children having a range of construction kits available - starting large in Autumn and getting smaller by Summer. Children having access to printing materials and tools.</p>	<p>Children cutting with more confidence, children independently creating and making using the ideas they have seen and come up with, Children building for a purpose using a range of construction equipment. Children using a range of 'sticking' tools to join their artwork e.g. sellotape, masking tape, PVA glue, glue stick. Scissors, cutting, safe, independently, creating, making, ideas, construct, build, stick, glue, sellotape, making tape, PVA glue, spreader. Children having scissor skill based tasks and access to the scissors at all times, children having a range of glue types to explore, children building for a range of purposes and supported to do this using a range of materials - not just one 'kit'.</p>



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<p>Being Imaginative YN</p>	<p>Children dancing to music, Children exploring moving to music in different ways, Children showing an interest in the small world and roleplay areas, children roleplaying their first-hand experiences.</p> <p>Dance, music, move, arms, legs, high, low, small world, roleplay, act out, play</p> <p>Listening to music and songs together, learning new nursery rhymes, adults modelling dancing to music, small world area set up for children based on their interests and more resources available for children to create their own small world, roleplay area and dressing up clothes or materials.</p>	<p>Children developing storylines in their play, children using familiar props in their play, children singing to familiar songs and nursery rhymes they have learnt or are learning.</p> <p>Instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance, shouting</p> <p>Roleplay area and clothes for children to try on, props for children to use, adults modelling roleplaying and joining in as well as singing song and nursery rhymes with the children daily</p>	<p>Children including their experiences in their roleplay, children talking about music (their favourite songs or songs they do not like), children knowing and singing along to more nursery rhymes, children listening to songs from different cultures.</p> <p>Roleplay, talk, music, feel, like, dislike, sing, join in, nursery rhymes, culture, around the world, same, different, instruments.</p> <p>Adults supporting children to roleplay if needed, adults setting up roleplay areas with props following children's interests, children working in guided sessions to listen to different music from around the world and compare it.</p>	<p>Children exploring a range of musical instruments and learning to hold a beat, children using vocals and instruments to make music either together or separately, children linking real life and stories into the small world, children using props in their play.</p> <p>Instruments, music, listen, play, bang, hit, play, sing, story, join in, play, dress up.</p> <p>Children exploring a range of musical instruments together with an adults and then having them in the class. Children having access to small world and roleplay materials.</p>	<p>Children joining in with the actions to songs, children engaging in roleplay in and out of the home-corner and becoming more immersed in their play.</p> <p>Actions, songs, words, join in, singing, roleplay, friends, props, home, local area, holiday, weekend, family.</p> <p>Daily singing of a range of songs and learnt rhymes where children join in and follow the actions too, children having access to a roleplay and small world resources / area to play in.</p>	<p>Children making up stories verbally while playing, children acting out stories with the small world or in their play, children performing songs either vocally or with an instrument,</p> <p>Stories, small world, imagination, imaginary, ideas, songs, games, sing, instrument.</p> <p>Children encouraged to sing and perform to one another or in front of a small group, children encouraged to act out stories and roleplay and having the available resources to do this, children listening to a range of stories to base their roleplaying on.</p>
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Development of Children's Mark Making and Drawing YR	<p>Learning how to grip a pencil and making marks through a range of shapes e.g. lines and circles. Children are giving meaning to marks they have made.</p> <p>Grip, pinch and flick, tight, loose, hand, lines, circles, shapes, copy, explain</p> <p>Mark making area, Workshop and creative areas, modelling how to use equipment safely.</p>	<p>Observational drawings linked to the current topic (e.g. Autumn). Begin to understand how to use shapes to represent objects.</p> <p>Observe, copy, look, notice, shape, colour, lines, represent.</p> <p>Mark making area, Workshop and creative areas, modelling how to use equipment safely, Pumpkins, leaves on Creative table, modelling observational skills.</p>	<p>Convey emotions in their pictures/ drawing e.g. happiness, sadness. Draw with increasing complexity and detail e.g. adding eyes, nose, mouth to pictures.</p> <p>Emotion, feeling, detail, features, circles, shapes, lines, colour</p> <p>Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling adding finer details, using the work of Miro.</p>	<p>Continue with the development with observational drawing e.g. linked to Spring.</p> <p>Observe, copy, look, notice, shape, colour, lines, represent, flower, daffodil.</p> <p>Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling observational skills and the use of colour.</p>	<p>Continue with the development of observational drawing linked to the theme. Continue to develop the accuracy and detail in their drawing.</p> <p>Observe, copy, look, notice, shape, colour, lines, represent, flower, sunflower, Van Gogh.</p> <p>Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling observational skills, the use of colour and taking care and time.</p>	<p>Children discussing their work and the details used on their illustrations and showing lots of detail on these.</p> <p>Detail, explain, thick, thin, colour, observe, notice, like, dislike, reason.</p> <p>Mark making area, Workshop and creative areas, modelling how to use equipment safely, Modelling observational skills, the use of colour, adding finer detail and explaining your art work, questioning children about their work.</p>
Development of use of Colour YR	<p>(Knowledge) Know the names of many colours and uses these in their work.</p> <p>Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark.</p> <p>Discussing colour names during play and discussions.</p>	<p>(Skill) Explore a range of colours and how colours can be changed e.g. colour mixing.</p> <p>Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark.</p> <p>Paints available to children, modelling mixing colours, prompting children to identify dark and light colours in play and discussions.</p>	<p>(Skill) Explore the colour work of the artists studied this term. Purposely choosing a colour when creating.</p> <p>Wash background, water colour, water, paint, light, dark, bold, faint, Joan Miro, combine, mix.</p> <p>Modelling making a wash background, discussing use of colour and shape and light and dark colours.</p>	<p>(Skill) Exploring the colour work of Andy Goldsworthy - Nature.</p> <p>Colours, colour names, nature, outside, style, similar, Any Goldsworthy, leaves, grass, soil, mud.</p> <p>Using a colour chart and paint chart outside to identify colours.</p>	<p>(Skill) Exploring how to change colours through colour mixing and how white and black can change a colour.</p> <p>Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, shades.</p> <p>Exploring black and white and how it can change a colour, a range of colours available on the painting table for children to explore.</p>	<p>(Skill) Planning ahead on which colours they will use and giving a purpose and reason for the colours they've used.</p> <p>Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, purpose.</p> <p>Creative area with paints set up for children to access and colouring pencils and crayons, a range of art work examples.</p>



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Development of the use of Paint YR	<p>Exploring the painting area within the classroom, using the area independently or with support and using techniques of Artists studied this term.</p> <p>Paint, painting, colour, choice, splatter, flick, Jackson Pollock.</p> <p>Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of Jackson Pollock's work, teacher modelling of work.</p>	<p>Knowing pictures do not need to use multiple colours. Working on choosing particular colours for the painting they are creating.</p> <p>Paint, painting, colour, choice, Yves Klein</p> <p>Creative area, workshop area, toothbrushes in provision, exploration of Yves Klein's work, teacher modelling of work.</p>	<p>Developing an understanding that there are different types of paint and that paint can be added to, to change its colour and consistency e.g. sand.</p> <p>Paint, painting, colour, choice, type, poster, ready mix, acrylic, powder, water colour, sand, glitter. Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of a range of media through modelling and then in provision.</p>	<p>Children continuing to become more confident and independent when painting and using the skills and techniques they've been taught and seen through a range of artists.</p> <p>Paint, painting, colour, choice, mix, new, primary and secondary</p> <p>Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of mixing paints to make new colours</p>	<p>Continue to develop a wide range of experience with using paint on a small and large scale.</p> <p>Explore using different brush types and noticing artists who also do this.</p> <p>Paint, painting, colour, choice, surface, paper, card, brushes, thick, thin, difference.</p> <p>Creative area, workshop area, toothbrushes in provision, exploration of a range of media.</p>	<p>Children knowing what they want to paint and why using their imagination and feelings - they can explain why they've chosen their materials and how they may do it differently next time.</p> <p>Paint, painting, colour, choice, inspiration, feeling, emotion, imagination, observation, evaluate, like, dislike, change, similar, different, improve, better.</p> <p>Creative area, workshop area, toothbrushes in provision, exploration of a range of media.</p>
Development of Printing YR	<p>Children exploring printing through access to paint to print with their hands and fingers and knowing they are allowed to do this.</p> <p>Print, paint, choice, hands, feet, fingers, smudge, clear print.</p> <p>Printing materials explored together as a class and on offer in provision.</p>	<p>Children being introduced to larger printing tools to be used indoors and outdoors.</p> <p>Print, paint, choice, smudge, clear print, sponge, rollers, shapes, Mondrian, primary colours, Kandinsky.</p> <p>Printing materials explored together as a class and on offer in provision. Mondrian's work explored together as a class.</p>	<p>Children exploring printing tools - both natural and man made e.g. leaves and ear buds.</p> <p>Print, paint, choice, smudge, clear print, objects, leaves, pine cones, flowers.</p> <p>Printing materials explored together as a class and on offer in provision. Exploration of natural materials - bring in from outside to print.</p>	<p>Children exploring how patterns can be printed.</p> <p>Print, paint, choice, smudge, clear print, objects, patterns, environment, world, nature.</p> <p>Printing materials explored together as a class and on offer in provision. Exploration of natural materials - bring in from outside to print. Teaching of repeating patterns.</p>	<p>Children printing using a range of media, independently printing patterns including symmetrical patterns.</p> <p>Print, paint, choice, smudge, clear print, symmetry, the same, pattern, butterfly, shape, colour.</p> <p>Exploration of symmetry using a mirror, a line to repeat on each side, symmetrical butterfly printing explored and then left in provision.</p>	<p>Children printing pictures using the skills and knowledge learnt throughout the year.</p> <p>Print, paint, choice, smudge, clear print, ideas, explain, reason, why.</p> <p>Printing materials in provision for children to use independently.</p>



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2023-2024

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<p>Development of the use of Textiles and Materials YR</p>	<p>Children exploring a variety of materials Materials, textures, fabric, play-dough, natural, soft, hard, bendy, rough, smooth. Exploration of a range of materials and their functions, creative areas.</p>	<p>Children being shown how to use junk modelling materials to build and construct models. Materials, textures, junk, modelling, build, tower, structure, higher, lower, taller, shorter, stronger, sturdy, glue, sellotape. Junk modelling materials available in class, different functions of glue explored with class.</p>	<p>Exploring different types of materials and what their properties and uses are. Materials, textures, clothing, winter, warm, thick, soft, insulate, hot, cold, wool, cotton. Exploration of a range of materials and their functions, materials available in creative areas, winter clothing available outside to be explored with outdoors.</p>	<p>Learning what a collage is and how we can collage using different materials and which ones work best and look most effective. Materials, textures, collage, Eric Carle, play dough, flour, Collage exploration, collage materials available to class.</p>	<p>Children being taught how to weave, looking at man-made weaving materials as well as natural weaving materials e.g. leaves with holes and dandelions. Materials, textures, weaving, instructions, in and out, natural, manmade, pattern. Weaving demonstrated to the class, weaving materials available in provision,</p>	<p>Children continuing to learn to weave and exploring weaving. Materials, textures, natural, leaves, thread, , weaving, in and out. Modelling and instructions on how to weave with links to how to sew.</p>
<p>Development of modelling and 3D work YR</p>	<p>Children being shown the loose parts in the class and being shown how they can be used. Transient art, loose parts, moveable, creation, colour, shape, patterns. Exploration of loose parts, modelling of how they can be used, images of ideas.</p>	<p>Children being shown how to use simple joins when using different materials to create Joins, materials, 3D, 3D work, sellotape, masking tape, sellotape, glue stick, stronger, hold. Exploration with the class of different ways to join materials and which is the best method for which material.</p>	<p>Children making models and creations for their own pleasure and for events and celebrations. Celebrate, bunting, paper chains, joins, glue, paper, card. Reading stories about celebrations, exploring pre-made paper chains, exploring the process of paper chains, making cards and other decorations.</p>	<p>Children exploring how natural resources can be manipulated to make 3d sculptures. Natural art, nature, patterns, outdoors, Andy Goldsworthy, style, copy, similar. Going outside to see living art and nature, creating repeating patterns with nature, building with natural objects outdoors.</p>	<p>Children specifically using certain materials for their own ideas. Props, puppets, folding, technique, fan, book, material, feather headdress. Exploration of puppets, discussing and modelling ways to make puppets, looking at folding techniques together - modelling and giving children the materials to access, giving children a range of materials to access from.</p>	<p>Children having the skills and understanding to use a range of tools and materials to join, assemble and build models and 3D work. Tools, techniques, join, assemble, materials, glue, folds, sellotape, adapt, change, review, explain. A range of tools, materials, textiles available for children to access using the taught methods shown to them across the year.</p>



Christ Church C of E Primary School

EYFS Progression of Skills

2023-2024

Expressive Arts and Design	Autumn 1 4/9/23 - 20/10/23	Autumn 2 30/10/23 - 21/12/23	Spring 1 8/1/24 - 9/2/24	Spring 2 19/2/24 - 28/3/24	Summer 1 15/4/24 - 24/5/24	Summer 2 3/6/24 - 24/7/24
<p>Development of Cutting skills YR</p>	<p>Children being shown how to scissors to make snips safely.</p> <p>Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper.</p> <p>Demonstration and discussions around scissor safety, modelling the use of scissors - open and close to make small snips in a repeated process, scissors in provision.</p>	<p>Children building confidence and skill in using scissors.</p> <p>Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, straight line, copy, follow.</p> <p>Demonstration and discussions around scissor safety, modelling the use of scissors - open and close to make small snips in a repeated process to follow a line, scissors in provision.</p>	<p>Children building confidence and skill in using scissors.</p> <p>Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, curved lines, copy, follow, trace.</p> <p>Demonstration and discussions around scissor safety, modelling the use of scissors - open and close to make small snips in a repeated process while moving the paper around to follow a curved line, scissors in provision.</p>	<p>Children building confidence and skill in using scissors</p> <p>Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, shapes, lines, copy.</p> <p>Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.</p>	<p>Children using scissors independently and safely.</p> <p>Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, independence, lines, follow.</p> <p>Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.</p>	<p>Children using scissors to support them in their creations.</p> <p>Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, purpose, independence.</p> <p>Scissors in provision, a variety of shapes for children to cut, materials and pictures available for children to cut freely.</p>
<p>Development of Imagination and Roleplay YR</p>	<p>Children exploring the roleplaying area/s and joining in with familiar pretend play. Children exploring and using the resources to create props or bring in and use materials to support play. Children building and developing storylines in both the small world area and role-play.</p> <p>Join in, pretend, roleplay, home corner, mums, dads, baby, small world, people, vehicles, cars, recreate, represent, shops, schools.</p> <p>Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.</p>	<p>Children using the stories they know and have heard in school to roleplay them Children extending their roleplay with more imaginary storylines. Children continuing to use the props available in school and ones they have made themselves.</p> <p>Join in, pretend, roleplay, retell, stories, acting out, puppets, toys, small world, masks, home corner, conversations, taking on a role, pretending.</p> <p>Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.</p>	<p>Children continuing to extend and develop the storylines they are role playing in school. Children will independently sing, dance, roleplay, create artwork and may show a passion for one or more ways to express their imagination.</p> <p>Join in, pretend, roleplay, retell, stories, converse, conversation, represent, real life, imagination, celebrations, daily life, shopping, school.</p> <p>Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children, singing songs, rhymes and doing guided roleplaying activities together as guided groups or a whole class</p>			