



EYFS Skills Progression

	Foundation Stage 1: Nursery	Foundation Stage 2: Reception
Prime Areas		
Communication & Language	<u>Listening, Attention and Understanding</u> • I can follow 2-part instructions • I listen to others one to one in small groups when the conversation interests me • I anticipate events in a simple story. • I am able to listen to longer stories and answer questions immediately afterwards • I ask lots of questions – why, what, where, who <u>Speaking</u> • I answer questions about why something has happened • I can use longer sentences and linking ideas • I describe events that have already happened • I have mostly clear speech and can be easily understood • I use talk to organise themselves • I enjoy make believe play • I can communicate basic needs to an adult	<u>Listening, Attention and Understanding</u> • I can re-tell short stories in order • I enjoy listening to stories • I ask relevant questions in response to what they have heard • I can take turns in much longer conversations • I am able to use story language • I understand a longer list of instructions • I understand spoken instructions and can listen without stopping what they are doing • I use talk to work out problems and organise thinking <u>Speaking</u> • I use well-formed sentences that can be understood • I am building my bank of words and asking meanings of new words and trying to use in context • I can describe events in some detail. • I am using most speech sounds and can be understood easily • I like making up stories of my own • I can talk about people and objects that are important to me. • I am understanding more complex language including prepositions, sequencing, time • I use talk to take on different roles during imaginative play • I use talk to develop good friendships

PSED

Self-Regulation

- I use 'please' and 'thank you'
- I ask to go to the toilet
- I understand I need to wait for my turn to talk
- I can take turns when playing with support
- I can share toys
- I can express my own feelings
- I can agree or disagree with an adult using words and gestures
- I know that some actions and words can hurt other's feelings.
- I usually tolerate delay when my needs are not met immediately.
- I can usually adapt my behaviour to different events, social situations and changes in routine.

Managing Self

- I come into school happy
- I will have a go with all activities and enjoy carrying out small tasks.
- I am beginning to enjoy being part of the wider aspect of school – assemblies, parties
- I help an adult when asked
- I enjoy imaginative play
- I can select and use resources with help.
- I welcome and value praise for the things I have done.
- I am more outgoing towards unfamiliar people.
- I am more confident to talk to others in play situations.
- I will talk freely about home and community.
- I will ask an adult for help.
- I know my daily routine
- I can hang belongings in the cloakroom and find my own items
- I tidy away toys and clear away things that have been using

Building Relationships

- I have developed good bonds with key adults in school

Self-Regulation

- I say 'please' and 'thank you' and respond to others in conversations
- I ask to go to the toilet when needed but I am able to identify times to use the toilet during the day
- I can wait my turn and put my hand up to talk
- I can walk around school and line-up in single file lines
- I can talk about my feelings
- I can find resolutions without conflict
- I understand the consequences of some behaviour.
- I know some behaviour is unacceptable
- I can work as part of a group or class.
- I understand and follow rules.
- I take changes in my routine in my stride
- I can adjust my behaviour to different situations.

Managing Self

- I come into school happy
- I will have a go at activities and try new things.
- I show preferences with activities and can say why
- I am involved in more complex imaginative play with changing roles
- I can organise and cooperate with other children
- I can speak to a familiar group
- I will talk about my ideas
- I choose my own resources when doing or making.
- I say when I do or do not need help.
- I understand my daily routine
- I can organise myself in the environment – class, cloakroom, lunchtime
- I will tidy away items safely
- I will offer to help others

Building Relationships

- I can play co-operatively and look after toys
- I show awareness of others
- I can play a game in a small group of peers
- I can take turns with others
- I can listen to my friends ideas
- I build positive relationships with adults
- I build positive relationships with friends
- I am sensitive to others needs and feelings.

	• I can play a game led by an adult • I can play in a group • I can extend and elaborate play ideas • I initiate play and offer cues to peers to join in. • I keep play going responding to what others are doing. • I demonstrate friendly behaviour. • I initiate conversations and form good relationships with my peers.	
Physical Development	<u>Gross Motor Skills</u> • I can use the stairs handrail • I can sit stable on a chair and cross legs on carpet • I can walk, run and stand on tiptoe • I can stand on one leg for 3-5 seconds • I can hop on a preferred foot • I can stand / walk on heels when shown • I can copy actions of others • I engage in messy play <u>Fine Motor Skills</u> • I hold pencil with a comfortable grip • I am developing a hand preference • I can put on my coat using 'flip, dip, zip' technique • I can pull up a zip. • I am beginning to fasten buttons • I eat with a fork and spoon and trying to use a knife. • I can pour a drink • I use scissors to make snips in paper and begin to hold scissors correctly • I paint with strokes • I am learning the importance of eating healthy and the need to brush my teeth • I understand why it is important that I wash my hands.	<u>Gross Motor Skills</u> • I enjoy moving and balancing on a range of different surfaces e.g. grass, earth, bark chippings • I can carry things up and down different levels e.g. slopes, hills, steps • I can lift, carry, push, pull, construct, stack and climb • I enjoy times when I can be still and quiet. • I get out of breath due to being highly active several times a day • I can spin, rock, tilt, fall, slide and balance. • I have developed a good posture for sitting at a table with feet flat on the floor. • I can stand on one leg for 8-10 seconds • I can hop on either foot • I can walk on heels • I am active and skilful in climbing, swinging, digging, sliding • I skip on alternate feet • I can bend and touch toes with legs straight • I enjoy playing all variety of ball games • I can kick, catch and throw a ball • I can copy a sequence of actions • I can travel in different ways through an obstacle course e.g. crawl through a tunnel, jump into a hoop. • I can change directions and speed at short notice. e.g. run around in a circle, stop, change direction and walk on your knees going the other way.

		<u>Fine Motor Skills</u> • I hold a pencil with an effective tripod grip and holds paper with other hands • I use a knife and fork competently • I can walk up and down stairs one foot per stair • I can select appropriate scissor tool (L/R). • I use scissors competently to cut out shapes • I use paint brushes and one handled tool efficiently. • I show accuracy and care when drawing • I can talk about the need to eat a healthy diet and the importance of sleep. • I understand the need to travel safely in my local environment e.g. holding hands to cross the road, carrying scissors safely around the classroom. • I have good personal hygiene.
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Specific Areas

Literacy	<u>Word Reading</u> • I am able to complete activities from Letters and sounds phase 1 with confidence. • I can match the sound to a letter from the Read Write Inc Set 1 programme • I can recognise and name initial letter sounds <u>Comprehension</u> • I enjoy stories and can join in with repeating phrases • I can name a favourite story and talk about it • I can hold a book the correct way up • I will look at books independently • I recognise rhyme in spoken words <u>Writing</u> • I am beginning to copy and write my name • I make marks with lines and circles • I can draw a face • I colour in carefully	<u>Word Reading</u> • I know the RWI Set 1 sounds including: th/ch/sh/qu/ng/nk and Set 2 sounds: ay/ee/igh/ow/oo/oo • I can blend and segment words with RWInc Set 1 sounds and some of Set 2 • I read and understand simple sentences in RWI Green and Purple Home Reading books in our school book boxes P2 / R1 • I read all Orange and most Purple (common exception) words from our school Spelling word sets <u>Comprehension</u> • I can retell simple stories • I use some new vocabulary in discussions about stories, non-fiction, rhymes and poems and during role-play • I anticipate key events in stories <u>Writing</u> • I can write my name independently • I draw a person with basic features • I can copy a picture from instructions • I am able to write simple captions and labels to add to a picture. • I can write simple sentences that can be read by myself or others.
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		• I spell all orange and most purple words (common exception words) from the school Spelling word sets • I spell phonetically plausible words
Mathematics	<u>Number</u> • I sings number songs and rhymes • I recognise numbers to 1-5 and beginning to recognise 6-10 • I am able to count objects, movements and claps • I am Interested in numbers in the environment • I can compare to groups of objects and say which has more / less • I can quickly recognise up to 3 objects, without having to count them individually ('subitising'). • I can recite numbers to 10 • Recite numbers past 5. • I can say one number for each item in order: 1,2,3,4,5. • <u>Numerical Pattern</u> • I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • I can show 'finger numbers' up to 5. • I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • I like to experiment with my own symbols and marks as well as numerals. • I am beginning to solve real world mathematical problems with numbers up to 5. • I can compare quantities using language: 'more than', 'fewer than'.	<u>Number</u> • I join in singing counting songs and number rhymes. • I enjoy stories that involve counting. • I can quickly recognise up to 5 or 6 objects without counting e.g. visual representations • I can count forwards and backwards to 20 from any given numbers • I am able to count 1:1 correspondence • I recognise numbers to 20 • I can order numbers to 20 • I can write digits 0-9 accurately • I can count forwards in 2s to 20 <u>Numerical Pattern</u> • I can verbally count beyond 20 • I can link the number symbol (numeral) with its cardinal number value. e.g. match numeral to quantities • I can say a number that is one more / one less than a given number to 10 and beginning to 20 • I can recognise when one quantity is greater than, less than or the same as the other quantity • I explore and represent patterns within numbers up to 10 • I can recognise odd and even numbers to 10. • I am able to solve problems involving doubling, halving and sharing of practical objects. • In practical activities and discussion, I am beginning to use the appropriate vocabulary associated with addition and subtraction. • I can record my ideas using marks that I can interpret and explain. • I am beginning to identify my own mathematical problems based on own interest. • I can make values using small valued coins.

	<u>Shape, Space & Measure</u> • I can recognise basic 2D shapes: Circle, Square, Rectangle and Triangle. • I am beginning to build with solid shapes selecting an appropriate shape to represent an object e.g. triangular prism for the roof. • I show an interest for shapes in the environment. • I can sort objects into groups by size, colour • I can make comparisons between objects relating to size, length, weight and capacity e.g. such as lining up ends of lengths and straightening ribbons, discussing accuracy: "Is it exactly...?" • I can spot simple patterns and identify the mistake. • I can order and describe a sequence of events, real or fictional, using words such as 'first', 'then...'	<u>Shape, Space & Measure</u> • I recognise, and name 2D shapes including: circle, square, rectangle, triangle • I recognise and name 3D shapes: cube, cuboid, cone, pyramid, sphere, cylinder • I can create a repeating pattern with at least 3 colours and shapes. • I can compare 2 / 3 objects by length, weight or capacity. • I can read and make o'clock times • I order events of the day • I can estimate short periods of time • I am beginning to use language associated with money. • I can recognise 1p,2p,5p,10p and 20p coins
Understanding the World History	• I can say who my immediate family member is. • I am beginning to make sense of my own life story and family history. • I understand language of today, tomorrow and yesterday. • I can speak about an event which has happened in the past and discuss a future event. • I can order a sequence of up to 3 events. • I know that some objects are old and new.	• I can talk about members of my immediate family and community. • I can name and describe people who are familiar to me. • I can talk about images of familiar situations in the past. • I can compare and contrast characters from stories Including • I use language associated with time – today, tomorrow, yesterday, week, month, year • I understand and speak about events in past, present, future. • I can order a sequence of up to 5 events. • I discuss why some objects are old and new. • I can talk and give my opinion on figures from the past.
Science	• I ask questions about objects, events and animals observed in their environment. • I consider and offer explanations of how things might work • I show an interest in different animals and the sounds they make • I understand the need and how to take care of seeds and bulbs in order for them to grow. • I understand the key features of the life cycle of a plant.	• I can make observations about objects, events and animals and answer questions. • I am interested in finding out how things work by observations and experimentation • I understand that animals live in different habitats • I know the names of different fruits and vegetable • I know what happens within each season and how the weather changes • I know parts of the body and the senses

	• I know names of some fruits and vegetables • I understand light and dark • I know some parts of the body • I am beginning to understand the seasons • I can use descriptive terms, such as 'fast', 'slow', 'hot' and 'cold' • I understand the importance of washing hands, brushing teeth and eating a healthy snack. • I can sort objects into groups by size, colour	• I can use descriptive terms such as 'smooth', 'rough' 'boiling' and 'freezing', 'floating and sinking' • I know about similarities and differences in relation to places, objects, materials and living things • I know how to keep healthy – daily exercise, healthy diet, brushing teeth, enough sleep • I can sort a variety of objects / materials into groups – size, colour, texture, function
Geography	• I am beginning to understand the concept of the world • I understand that there are different countries in the world and can talk about the differences that I have experienced or seen in photos. • I know where they live – town • I know who they live with • I can talk about the daily weather and link to seasons • I understand modes of transport • I can follow simple directions – backwards, forwards	• I understand the concept of the world and that different people live in different places • I can identify similarities and differences in different environment • I am developing an understanding of locational knowledge – beach, city, river, country • I know where they live – town, country • I understand the names: road, village, town, Market Weighton • I can take information from a simple map. I am developing an understanding of transport and make links – e.g. cars –road, train – tracks
Computing	• I am able to use and operate simple equipment – camera, CD player • I play with technological toys • I use on/off switches, press buttons for sound and movement.	• I can complete a simple program on a computer. • I use a range of technological tools • I am able to use technological toys to move in various directions
RE	• I am developing a positive attitude about the differences between people.	• I understand that some places are special to me and my family; and to members of my community. • I recognise that people have different beliefs and celebrate special times in different ways. • I recognise some similarities and differences between life in this country and life in other countries.
Expressive Arts and Design Art	• I am beginning to use a variety of art tools such as pencil, crayons and pencils, paint and brushes • I know some colour words – primary colours • My drawings have some resemblance to people, objects • I can show different emotions in my drawings.	• I handle, feel and manipulate malleable/junk materials. • I use experimental methods to join materials. • I experiment with basic tools and use a variety of tools to spread paint e.g. straws, matchsticks as well as brushes • I add embellishments to a design • I make attempts to draw round and cut around pictures and shapes.

DT

- I choose colour for a purpose
- I can draw around the outline of a shape
- I can talk about what I am drawing
- I make simple marks based on own experiences
- I form prints with simple objects – leaf, hand
- I can use paints and brushes to make simple marks
- I use fingers, hands, cardboard in paint to make marks
- I choose and stick different papers to layer

- I can cut snips of paper and begin to use scissors to cut straight and curved edges.
- I explore holding/using basic tools such as a saw or a hammer
- I can build and stack objects and join objects together
- I build with a purpose in mind
- I experiment with colour and texture
- I use simple tools to shape, assemble and join materials – glue, paste, scissors, tape
- I carve and make shapes into modelling materials
- I can sort materials by colour
- I explore familiar food products e.g. fruit and vegetables.

- I experiment with gluing and sticking collage materials with no particular design in mind.
- I explore making marks with paint on a variety of papers and surfaces e.g. tin foil, wallpaper, large sheets of newsprint and bark.
- I use ready mix paint to experiment with colour mixing. (Use prompt chart to support).
- I can clean up painting tools using shown method with support.
- I make rubbings.
- I enjoy random experimental printing with a variety of objects including found materials e.g. fruit/veg, wood blocks and themselves.
- I can print repeating patterns.
- I am beginning to use a variety of drawing tools e.g. pencil (trip grip), chalk, pastel
- I use drawings to tell a story
- I explore different textures.
- I can draw basic shapes e.g. circle, oval, rectangle.
- I attempt to make accurate drawings of people.
- I am becoming aware of photography as an art form.
- I collect photographs for a theme.
- I handle and manipulate materials e.g. threads, wool.
- I can sort cloths and threads.
- I cut and pull apart cloths, threads and fibres.
- I attempt simple weaving.

- I use scissors to cut along straight and curved shape
- I build and join 3D structures using a range of materials for a specific purpose
- I experiment with colour, design, texture and function
- I use a wide range of tools with greater accuracy to shape, assemble and join materials – glue, tape, scissors, string, staples, clips, weaving
- I explore holding/using basic tools such as a saw or a hammer
- I say what I like and do not like about items I have made and why.
- I am starting to talk about changes made during the make process.
- I can sort materials by colour and texture
- I explore familiar food products e.g. fruit and vegetables.
- I am beginning to develop a food vocabulary using taste, smell, texture and feel.
- I am starting to think about variety in diet.

Music Drama	• I begin to develop a food vocabulary using taste, smell, texture and feel. • I enjoy listening to a wide variety of different music and can say how it makes me feel. • I join in singing familiar songs and nursery rhymes. • I can use musical instruments with increasing control to make different sounds. E.g. tap a beat. • I use realistic toys in pretend play • I enjoy pretend play and use objects to represent something else. • I am developing complex stories using small world equipment.	• I measure and weigh food using non-standard measures e.g. cups, spoons. • I follow rhymes and patterns using voice and instruments • I am building up a repertoire of songs and dances. • I explore the sounds different instruments make and can say why I like / do not like a sound. • I use a range of objects (real, pretend, abstract) to imitate play • I act out a drama to an audience.