Progression of Skills in EYFS – St Peter's Catholic Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG	Link to Year 1
PSED								
Self -regulation	I can recognise and talk about feelings (happy, sad, angry) I can choose what I need to complete a goal. I can focus during short whole-class activities and follow simple instructions.	I can talk about a wider range of feelings and identify how I am feeling. I can keep trying when things are difficult I can follow two part instructions.	I can consider and recognise others' feelings. I can focus during longer whole-class lessons. I can identify and moderate my own feelings socially and emotionally. I can recognise what I am good at and what I would like to improve I can control my emotions using a range of techniques	I can identify and moderate my own feelings socially and emotionally. I can recognise what I am good at and what I would like to improve	I can control my emotions using a range of techniques	I can follow instructions of three steps or more	- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what I want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions	. • Identify good and not so good feelings. • Develop a vocabulary to describe feelings to others. • Use simple strategies to manage feelings. • Recognise and celebrate strengths • Behavioural expectations. • Learning behaviours
Managing Self	I can manage transition to Reception I can show an awareness of the class rules and how to behave in the classroom I can toilet and wash hands independently. I understand the importance of oral hygiene.	I have the confidence to try something new. I can understand the need to have rules in the school and classroom. I can develop the skills needed to manage the school day (routines etc.). I can develop independence when dressing and undressing. I can understand the importance of exercise I can manage my own basic needs independently-	I can begin to show resilience and perseverance in the face of a challenge. I can follow the school and class rules. I can dress and undress for PE I can understand the importance of sleep.	I can keep on trying even when things are difficult. I can find solutions without adult input. I can talk about what is right and wrong I can understand the importance of online safety.	I can demonstrate independence I can dress independently.	I can show a 'can do' attitude, showing reliance and perseverance even when things are difficult. I can explain and follow rules in the classroom and around the school. I can understand the importance of healthy food choices	-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	• Behavioural expectations • Learning behaviours • Community. • Science – identifying & labelling parts of the human body, staying healthy, making healthy choices. • DT – cooking and I can understand the nutrition, Eatwell plate
Building Relationships	I can play with one or more children, sharing ideas I can seek support from adults and gain confidence to speak to peers and adults. I can say how I am feeling.	I am beginning to develop friendships and play with a small group. I have formed good relationships with the class teacher and familiar adults in the class. I can identify and express my feelings and communicate basic needs.	I can use taught strategies to support turn taking. I can show friendly behaviour in the classroom.	I can listen to the ideas of other children and agree on a solution and compromise to resolve conflict using words. I have developed friendships with lots of different people. I can recognise how others are feeling and respond accordingly.	I can work as a group with others. I can play with others and take turns and share without adult prompt.	I have confidence to communicate with adults around the school. I can develop positive friendships. I can be aware and sensitive of the needs of others.	- Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.	• Learning behaviours • Behavioural expectations • Friendships • Relationships • Feelings • Empathy • Learning behaviours, feelings, empathy
Overarching Aspiration *- Have a range of strategies to express and manage my emotions with regards to myself and my peers*								

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG	Link to Year 1
Communication and Language								
Listening, Attention and Understanding	I can understand how to listen carefully and know why it is important. I can follow one or two-step instructions. I can talk to others and begin to take turns to speak.	I can begin to understand how and why questions. I can demonstrate good listening behaviours. I can follow one or two-step instructions reliably. I can engage in story times and join in with familiar songs and rhymes.	I can respond to what I have heard and find out more by asking questions. I can wait and take turns on conversations.	I can retell a story and follow a story with pictures or props. I can respond to what I have heard by explaining my thoughts and saying what I think	I can understand and ask a question such as who, what, where, when, why and how.	I can have conversations with adults and peers with back-and-forth exchanges. I can follow more complex instructions of more than two steps. I can engage in conversations with friends and adults in school.	- Listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what I have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	• Listen and respond appropriately to adults and peers • Ask relevant questions • Maintain attention and actively participate
Speaking	I can use talk to share what I think, answering who, what where when questions. I can use sentences of 4-6 words.	I can share my ideas with familiar adults and children. I can use speech as a way to express myself. I can listen to and talk about stories, rhymes and nonfiction. I can use short sentences to explain how I feel.	I can share my ideas with a small group and familiar adults. I can talk in sentences using conjunctions e.g. and, because. I can use the present tense	I can explain events that have already happened in detail using the past tense, including some irregular past tense verbs. I can engage in stories, rhymes and non-fiction books and use new vocabulary in different contexts.	I can use talk to organise, sequence and clarify thinking, ideas, feelings and events. I can use new vocabulary from stories, rhymes and non-fiction in speech, I can use past, present and future tenses correctly.	I can take part in whole class discussions. I can explain why things happen / might happen using new vocabulary from stories, rhymes and nonfiction. I can talk in sentences using a range of tenses.	- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support	• Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Overarching Aspiration - Act out to a group of peers a known story using costumes and props that I have made myself								

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG	Link to Year 1
Physical Development								
Gross Motor Skills	I can move safely in a space. I can work with others to manage large items	I can explore different ways to travel using equipment. I can negotiate obstacles climbing over, under, going through.	I can control a ball in different ways – throwing, kicking. I can balance on a variety of equipment and climb	I can jump and land safely from a height. I can catch a ball, and pass to another by kicking with accuracy.	I can travel around obstacles safely with confidence and imagination (running, skipping, hopping, jumping, climbing), communicating ideas through movement.	I can play by the rules and develop strength, balance coordination.	- Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Master basic movements Participate in team games Developing ball skills
	Overarching Aspiration - Use large construction materials to build and play on an adventurous obstacle course or play structure that I have created							
Fine Motor Skills	I can begin to use tripod grip when using mark making tools. I can use cutlery appropriately. I can show a preference for a dominant hand. I can use scissors to cut straight lines.	I can show good pencil control when mark-making and drawing. I can begin to use one-handed equipment carefully and effectively (cutting, chopping) I can use scissors to cut curved lines.	I can accurately draw lines, circles and shapes to draw pictures. I can handle scissors, pencil and glue effectively. I can use scissors to cut complex lines and shapes.	I can sit at a table using the correct posture to write. I can use a wide range of tools correctly.	I can hold scissors correctly and cut accurately.	I can use a tripod grip to hold and control my pencil to form letters correctly.	- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.	Sit correctly at a table, holding a pencil comfortably and correctly using tripod grip. Begin to form lower-case letters in the correct direction, starting and finishing in the correct place To use a range of materials creatively, and develop a wide range of art and D&T techniques. To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG	Link to Year 1
Literacy								
Comprehension	I can independently look at a book, holding it the correct way and turning pages. I can talk about the stories I have heard. I can join in with familiar rhymes, songs and repeated refrains.	I enjoy an increasing range of books. I can start to recall key events and facts in stories and non-fiction. I can listen carefully to stories, rhymes, non-fiction and songs.	I can talk about the characters in books I am reading. I can start to retell key events in stories. I can talk about what has happened so far in a story and begin to predict what might happen next.	I can retell key events from stories I have read and describe them in detail. I can recall facts from a non-fiction book. I can act out stories using recently introduced vocabulary. I can predict what might happen next, linked to other similar stories.	I can retell a story using vocabulary influenced by the book I am reading. I can describe events and characters in a story in detail.	I can answer questions about what has been read, using vocabulary influenced by the story, describing events and characters in detail and explaining why certain things happened (inference).	- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Become familiar with key stories and be able to re-tell them Drawing in what they know about vocabulary learnt Recognise and join in with predictable phrases Participate in discussion about what is read to them, taking turns and listening to what others say. Learning to appreciate rhymes and poems, and to recite some by heart.
Word Reading	I can hear and say initial sounds for words. I can say the sound for some phase 2 graphemes. I can orally segment and blend to read CVC words.	I can match the phase 2 sound to the grapheme (GPC). I can segment and blend sounds together to read words. I can read phase 2 tricky words words. I can begin to read captions and sentences	I can recognise taught phase 3 digraphs in words. Segment and blend to read words. CVC I can read captions and sentences containing tricky words. I can learn strategies for decoding longer, multisyllabic words	I can read simple sentences containing phase 2 and 3 tricky words and digraphs.	I can read longer sentences containing phase 4 blends and HRS words.	I can begin to learn alternative graphemes for phonemes (phase 5).	- Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Respond speedily with the correct phoneme to graphemes including alternative graphemes Apply phonic knowledge and skills to decode by blending sounds in unfamiliar words containing GPCs that have been taught. Read books aloud, accurately, that are consistent with their phonic knowledge Re-read books to develop fluency and confidence in word reading. Read tricky words
Writing	I can give meanings to the marks I make. I can begin to orally segment to spell I can write some initial sounds using correct letter formation. I can write my name.	I can form some lower-case letters correctly. I can identify known letters and match to phase 2 / 3 sounds. I can write labels using CVC words and begin to write simple captions using some tricky words (a, the, is). I can say a simple sentence for writing.	I can write labels and captions with tricky words using correctly formed letters, segmenting to spell, representing each sound with a letter/letters. I can understand the importance of, and use finger spaces.	I can write all lower-case and some upper- case letters correctly. I can begin to write a simple sentence. I can understand the importance of, and use capital letters.	I can write a simple sentence, using words which are spelt phonetically. I can re-read what I have written. I can understand the importance of, and use full stops.	Write simple phrases and sentences using recognisable, correctly formed letters, words separated by finger-spaces, tricky words, and which use a capital letter and full stop.	- Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.	Develop a fluent handwriting style. Correct letter formation Know the letters of the alphabet and their link to sounds Spell words using the known grapheme and phoneme correspondences. Spell tricky words Compose sentences orally Re-reading what has been written to ensure accuracy and meaning.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG	Link to Year 1
Maths								
Number	Have a deep understanding of numbers 1 – 3. Subitise up to 3 Count objects, actions and sounds up to 5 Show 5 using concrete resources	Have a deep understanding of numbers 1 -–5. Subitise up to 5 Composition and understanding of numbers to 5 Accurately count concrete objects up to 5 Matching numeral to quantity to 5	Have a deep understanding of numbers 1 – 7. Develop knowledge of numbers 5-10. I can start to show how numbers can be made of parts. Understand equal and unequal, connect equal to doubles Matching numeral to quantity to 10	Have a deep understanding of numbers 1 – 10 Combine two numbers – part/whole Identify missing parts for numbers within 5 Count, order, recognise and use numbers (matching numeral and quantity) to 10 and beyond	I can revise number bonds to 5. Recall and use number bonds to 5 Find one more and one less (with and then without concrete resources)	I know number bonds to 10 including doubling facts. I can recall and use number bonds to 5 and 10 I know related number bond subtraction facts and double facts	- Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	• Identify and represent numbers using concrete and pictorial representations • Read and write numbers to 20 in numerals • Represent and use number bonds and related subtraction facts with 20 • Solve one-step problems that involve addition and subtraction, using concrete and pictorial representations.
Numerical Patterns	I can rote count reliably to 5. I can start to compare quantities – equal and unequal - using non-standard mathematical vocabulary – bigger / smaller / same. I can copy and continue patterns.	I can rote count reliably to 10 I can compare concrete resources using mathematical language – more than / fewer than. I can find one more than / one less than using concrete resources. I can continue and create simple AB patterns	I can rote count reliably to 20, knowing the teen numbers. I can compare quantities – more than/fewer than/equal. I can create my own patterns	I can begin to count beyond 20. I can add and subtract using number sentences. Understand and explore the difference between odd and even numbers according to their 'shape' linked to sharing. I can spot errors in a pattern. I can name my patterns	I can count to 30 reliably. I can identify odds and evens with and with concrete and pictorial resources I can share quantities equally, understanding that two equal groups represent halves. I can say a number than is one more/ less than with and without resources.	I can count beyond 30 and higher (100) I can compare quantities using more than / fewer than / equal to with and without resources. I can show patterns in numbers to 10 – odd / even, doubles	- Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	• Count to and across 100 • Read and write numbers from 1 to 20 in numerals • Identify one more or less • Find a half and recognise as being one of two equal parts of an object.
Shape, Space and Measure	I can use the correct names for 2D shapes- circle, triangle, square, rectangle.	I can name the properties of 2D shapes. I can combine 2D shapes to create a new 2D shape. I can use positional language	I can compare lengths, weights and capacities	I can use the correct names for 3D shapes	I can name properties of 3D shapes	I can demonstrate spatial awareness & tessellation	NO ELG	• Recognise and name common 2D and 3D shapes • Compare, describe and solve practical problems for length, weight and capacity

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG	Link to Year 1
Understanding the World								
Past and Present	I can name people in my own family and talk about them. I can talk about myself and some of the ways that I have changed. I can talk about past and present events in their lives – birthdays and other celebrations	I can talk about the different jobs people do. I can talk about what I can see in pictures of the past and how it is the same or different to now.	I can talk about the changes that have happened to me throughout my life. I can talk about my family and members of the local community and their roles.	Talk about the lives of people around them and changes that have happened within their lifetime. I can talk about the past and discuss what I have heard or seen in books, artefacts and pictures	I know about the past through settings, characters in books that I have read. I can explore pictures, stories and artefacts and explain how things are different now / then	I can talk about the lives of people I am familiar with and their roles in society. I can know about the past though settings, characters and events.	- Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.	History • Changes within living memory • The lives of significant individuals in the past • Significant historical events
People, Culture and Communities	I can explore features of my local area. I can be accepting of people's differences and understand that we are all unique. I can understand that there are different countries in the world.	I know that people around the world have different religions and talk about how they celebrate. I can talk about special places for a person in our and other's communities. I know about people who help us within the local community.	I can use stories and pictures to talk about differences in life in other countries. I can draw information from a simple map. I can make observations of the world around me using my senses.	I can explore and talk about the world around me using what I know from stories / nonfiction texts. I can start to talk about the differences in the lives of people in other countries.	I can describe changes in the immediate environment and the wider world in detail based on what I have seen / heard / read in texts. I know that people in other countries may speak different languages.	I know that simple symbols are used to identify features on a map. I can discuss and describe the immediate and wider environment using what I know. I can talk about religion and culture in the UK. I can talk about similarities and differences in the UK and other countries.	- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Geography • Understand geographical similarities and differences through studying the human and physical geography of an area of the UK and a contrasting country RE • Exploring Christianity and other religions of the world.
The Natural World	I can explore and talk about the natural environment around them. I can explore the changes in the local environment during autumn. I can begin to explore changing state of matter through mixing paint and adding water to flour to make playdough.	I understand the terms 'same' and 'different'. I can describe what I can see, hear and feel outside. I can talk about the area I live in – weather. I can begin to explore forces – push / pull and begin to talk about materials. I can talk about changes linked to cooking, mud play etc.	I can talk about and describe features of my own environments using photographs and real experience. I can explore changes in matter – freezing, melting	I can talk about and describe my own and other environments. Make observations about animals and plants discussing similarities and differences using photographs and real experience. I can talk about the weather linked to seasonal change.	I can make observations about plants and insects discussing similarities and differences. I can talk about some of the changes in the wider world linked to climate change.	I can make observations of animals, insects and plants and use these observations to draw picture. I can contract the natural world around me with different environments. I can talk about some of the changes in the natural world including seasons and changing states of matter.	- Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Science • Identify and describe plants and animals including humans • Exploring materials • Exploring animals including humans • Working scientifically Geography • Understand geographical similarities and differences through studying the human and physical geography of an area of the UK and a contrasting country

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				Overarching Aspiration - To grow and care for my own plants and make food with them

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Expressive Arts and Design								
Creating with Materials	I can explore art materials and experiment with mixing primary colours to make secondary colours. I know how to join materials using tape and glue in junk modelling. I can begin to develop my own ideas in art and talk about them with adult support. I can start to develop my own stories linked to what I know through role play and small world	I can use different tools for art and D&T – playdough tools, paintbrushes. I can manipulate malleable materials to make a ball and sausage shape. I can select appropriate tools and materials to create with. I can tell others about my creation and signal key parts. I am beginning to recreate familiar stories with adult support through role play and small world.	I can use scissors and one-handed tools safely and more accurately. I can explore different techniques for cutting and joining materials. I can combine different techniques to create art – collage, paint, and crayon. I can talk about my artwork or design and the materials that I have chosen. I can use props and materials to retell stories and create imaginary scenarios linked to what I know.	I can explore the use of different tools and materials to make art. I can talk about my artwork and explain and justify the choice of materials and techniques. I can manipulate malleable materials to create a 3D sculpture of an object that I can see. I can make props and costumes for different role play scenarios.	I can explore and use a variety of artistic effects to express my ideas and feelings. I can explore colour mixing to make tertiary colours. I can use a wide range of joining techniques to join materials in 3 D modelling. I can make and use props and when I am roleplaying familiar stories and scenarios.	I can join fabrics together by sewing. I can explore form through observational drawing and use my knowledge of colour mixing to recreate a picture. I can explain what I have made and talk about the key techniques. I can choose and use effective props when role-playing.	- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process I have used; - Make use of props and materials when role playing characters in narratives and stories.	Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Develop a wide range of art and D&T techniques in using colour, pattern, texture, line shape, form and space • Give well-structured narratives for different purposes, including for participating in performances and role play

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Being imaginative and Expressive	I can use my imagination in play. Join in with songs and rhymes. I can start to match the pitch and melody of others.	I can recount and retell familiar stories with my friends in small world and role play. I can remember some songs and sing them with others when supported by an adult. I can listen to and respond to sounds and experiment with different instruments and their sounds.	I can role-play imaginary scenarios linked to experiences and what I have heard / read in stories and non-fiction texts. I can create narratives based around stories.	I can adapt familiar stories and narratives and small world / role play them with others. I can sing well known songs in a group or alone and match the pitch and melody. I can begin to move in time to the music.	I can use what I know and have read to help create my own stories. I can sing well known songs and nursery rhymes. I can listen carefully to music and move in time with it. I can play an instrument following a musical pattern.	I can invent my own narratives, stories and poems. I sing a range of rhymes and songs, matching pitch, timing, and melody. I can perform songs, rhymes, stories and poems with others and alone. I can move in time to music and match the beat.	- Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Give well-structured narratives for different purposes, including for participating in performances and role play • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play instruments musically • Listen with concentration and understanding to a range of music • Experiment with, create, select and combine sounds.
Overarching Aspiration - Use a variety of tools to create a model using wood that shows breadth of skills and accuracy								