



The Riverview Academy

EYFS

Progression of skills



EYFS Progression of skills - Personal, Social, Emotional Development

SELF-REGULATION

Three- Four Years

- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like, 'happy' 'sad,' 'angry' or 'worried'.
- Begin to understand how others might be feeling.

Reception

- See themselves as a valuable individual.
- Express their feelings and consider the feelings of others.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.

PSED- ELG .

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. PSED.S-R.ELG
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. PSED.S-R.ELG
- 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. PSED.S-R.ELG

Managing own emotions and feelings.

I can calm myself and be calmed by others.

I can express myself e.g. smile, cry.

I am beginning to talk about my emotions and manage them.

I can explain my emotions in more detail and give reason for them e.g. I am sad because they stole my toy".

I can confidently talk about my emotions using words such as 'happy' 'sad' 'angry' or 'worried'.

I moderate my feelings and emotions e.g. calming down after being upset.

I confidently talk about my emotions and feelings and explain how and why I feel the way I do with good understanding. PSED.S-R.ELG

Understanding others emotions and feelings.

I engage with others, including to reach my own goals.

I am beginning to understand how others might be feeling through facial expressions and body language.

I consider the feelings of others e.g. going to children who are upset

I can understand why others may feel happy or sad because of events that have happened. PSED.S-R.ELG

Behaviour

I can find a way to cope when my parent leaves me.

I am growing in independence, but this can lead me to become frustrated.

I am developing my control and am beginning to turn take and impulses to push or hurt others.

I am following rules more without reminders.

I understand why we have rules.

I am assertive in appropriate ways and use talk to resolve conflicts.

I can work towards goals and show patience towards others and control my own behaviour without reminders from adults. PSED.S-R.ELG

I listen to the teacher and respond to them appropriately at all times. PSED.S-R.ELG

I follow instructions from my teacher, even when given several actions. PSED.S-R.ELG



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MANAGING SELF

Three- Four Years . Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. . Develop their sense of responsibility and membership of a community. . Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.			Reception . Show resilience and perseverance in the face of challenge. . Manage their own needs.			PSED- ELG . . Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. PSED.MS.ELG • Explain the reasons for rules, know right from wrong and try to behave accordingly. PSED.MS.ELG • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. PSED.MS.ELG			
Understanding myself, my preferences and emotions.	I can say what I want e.g. asking for a toy.	I can make simple decisions for myself		I have a preference when playing e.g. small world or outdoors.		I am showing resilience in the face of challenges e.g. doing up my zip		I am confident when trying new activities. PSED.MS.ELG	I show perseverance in the face of challenge. PSED.MS.ELG
Following rules	I talk about my emotions e.g. what has made me happy or sad.	I am becoming more responsible.	I am following the rules of my setting with reminders.		I follow rules without reminders.		I can explain the reasons for why we have rules. PSED.MS.ELG		I know right from wrong and I try to behave accordingly. PSED.MS.ELG
Managing my needs and feelings.	I can express my needs e.g. Saying I am hungry.	I am beginning to understand I need to look after myself e.g. keeping safe, going to the toilet.		I am managing my own needs more frequently.		I am developing in confidence, independence, resilience and perseverance. PSED.MS.ELG		I am managing my own basic hygiene and personal needs e.g. dressing, toileting and healthy food choices. PSED.MS.ELG	

BUILDING RELATIONSHIPS

Three- Four Years . Become more outgoing with unfamiliar people, in the safe context of their setting. . Show more confidence in new social situations. . Play with one or more other children, extending and elaborating play ideas. . Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.			Reception . See themselves as a valuable individual. . Build constructive and respectful relationships. . Think about the perspectives of others.		PSED- ELG . . Work and play co-operatively and take turns with others. PSED.BR.ELG . Form positive attachments to adults and friendships with peers. PSED.BR.ELG . Show sensitivity to their own and to other's needs. PSED.BR.ELG	
Confidence	I am beginning to have confidence in myself. I am playing on my own and with others.		I am becoming more outgoing with unfamiliar people within my setting. I am showing more confidence when talking to new people.	I know people should listen to me just as I should listen to them.		I show confidence when playing and talking to adults and friendship peers. PSED. BR. ELG



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Friendships	I have created attachments in school to peers and adults.	I am building friendships with other children.	I play with one or more children and converse with them to extend play.	I have multiple positive friendly relationships with children and adults in my setting.	I have formed positive adult and peer friendships. PSED. BR. ELG	I work and play co-operatively, including turn taking, with others. PSED. BR. ELG
Other's and their feelings.	I am building friendships with others.	I ask questions about people – including their differences between me and them.	I am beginning to find solutions to conflicts I am having e.g. when two people want the bike I use the timer to take turns.	I can think about the perspective of others	I show sensitivity to my own needs. I show sensitivity to others needs. PSED. BR. ELG	

READINESS FOR YEAR ONE:

- Knows right from wrong and can explain why it is important to have boundaries and routines
- Working and play co-operatively and taking turns with others
- Recognise and show sensitivity to their own and others needs
- Recognise similarities and differences between themselves and others
- Managing their own personal hygiene and basic needs
- Shows an understanding of their own feelings; and those of others
- Being to regulate their behaviour
- Shows an understanding of how to stay safe in a range of common situations.
- Shows care and concern for living things.
- Name and describe people who might help us in the local community (police, fire service, doctors and teachers).



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EYFS Progression of Skills - Communication and Language

LISTENING, ATTENTION AND UNDERSTANDING

Three- Four Years

- . Enjoy listening to longer stories and can remember much of what happens. C&L.3-4(a)
- Can find it difficult to pay attention to more than one thing at a time. C&L.3-4(b)
- . Use a wider range of vocabulary. C&L.3-4(c)
- . Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." C&L.3-4(d)
- . Understand 'why' questions, like " Why do you think the caterpillar got so fat?" C&L.3-4(e)

Reception

- . Understand how to listen carefully and why listening is important. C&L.REC(a)
- . Learn new vocabulary. C&L.REC(b)
- . Use new vocabulary through the day. C&L.REC(c)
- . Listen to and talk about stories to build familiarity and understanding. C&L.REC(k)
- . Listen carefully to rhymes and songs, paying attention to how they sound. C&L.REC(n)
- . Learn rhymes, poems and songs. C&L.REC(o)
- . Engage in non-fiction books. C&L.REC(p)
- . Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. C&L.REC(q)

Listening, Attention and Understanding.- ELG .

- .Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. C&L.LAU.ELG
- Make comments about what they have heard and ask questions to clarify their understanding. C&L.LAU.ELG
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. C&L.LAU.ELG

Listening to others.	I enjoy listening to stories. I can only listen to one thing at a time.	I am now listening carefully. I know why listening carefully is important e.g. safety, following instructions.		I listen to stories with interest. I listen to rhymes, poems and songs carefully.		I listen to non-fiction books. I am developing new knowledge through listening to these books.		I listen attentively during discussions as a class, with peers and with my teacher. C&L. LAU. ELG
Asking questions.	I understand questions that involve two actions.		I understand 'why' questions and respond appropriately to them.		I can ask questions about stories that have been read to me and I have read. C&L. LAU. ELG			I can ask questions in discussions when 1:1, in small groups and larger class discussions. C&L. LAU. ELG
Having conversations	I am using a wider range of vocabulary.	I am learning new vocabulary e.g. through stories.	I can talk about a range of stories and books.		I can listen carefully during discussions.	I use new vocabulary in my conversations.	I can listen attentively and respond appropriately during conversations. C&L. LAU. ELG	I can hold a conversation with my peers and teachers back and forth.



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SPEAKING

Three- Four Years

Sing a large repertoire of songs. C&L.3-4(f)
 • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. C&L.3-4(g)
 • Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' 'swimmed' for 'swam'. C&L.3-4(h)
 • May have problems saying"- Some sounds: r, j, th, ch, and sh – multi-syllabic words such as 'pterodactyl', 'planetarium', or 'hippopotamus'. C&L.3-4(i)
 • Use longer sentences of four to six words. C&L.3-4(j)
 • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. C&L.3-4(k)
 • Can start a conversation with an adult or a friend and continue it for many turns. C&L.3-4(l)
 • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the bus driver." C&L.3-4(m)

Reception

• Learn new vocabulary. C&L.REC(b)
 • Use new vocabulary through the day. C&L.REC(c)
 • Ask questions to find out more and to check they understand what has been said to them. C&L.REC(d)
 • Articulate their ideas and thoughts in well-formed sentences. C&L.REC(e)
 • Connect one idea or action to another using a range of connectives. C&L.REC(f)
 • Describe events in some detail. C&L.REC(g)
 • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. C&L.REC(h)
 • Develop social phrases. . C&L.REC(i)
 • Engage in story times. . C&L.REC(j)
 • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. C&L.REC(l)
 • Use new vocabulary in different contexts. C&L.REC(m)
 • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. C&L.REC(q)

Speaking- ELG .

• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. C&L.SP.ELG
 • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. C&L.SP.ELG
 • 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 from their teacher. C&L.SP.ELG

Holding discussions with others.	I can express my point of view using words and actions.	I can start a conversation and continue it	I can use talk to resolve my problems.	I can hold a conversation with my peers and teachers back and forth.	I can explain why things happen and use new vocabulary during these discussions C&L.SP.ELG	
Vocabulary and explanations	I am learning rhymes. I can express my point of view.	I can use talk to organise my play.	I learn new vocabulary. I use this throughout the day.	I can describe some events with detail. I can use new vocabulary in different contexts. I can use new vocabulary related to non-fiction.	I use recently introduced vocabulary in discussions. I explain why things happen. C&L.SP.ELG	
Progression of a child's speech.	I may have problems with irregular tenses such as 'runned' or 'swimmed'.	I may have problems saying the sounds r,j,th.ch.sh or multisyllabic words such as hippopotamus.	I am using longer sentences of 4 – 6 words.	I can articulate my ideas and thoughts through well-articulated sentences.	I use connectives in my speech.	I speak in full sentences. I speak with conjunctions and in past, present and future tenses. C&L.SP.ELG



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EYFS Progression of skills - Physical Development

FINE MOTOR SKILLS

Three- Four Years

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. WRITE.3-4
- Write some or all of their name. WRITE.3-4
- Write some letters accurately. WRITE.3-4

HANDWRITING

- Use a comfortable grip with good control when holding pens and pencils. PD FMS.3-4
- Show a preference for a dominant hand. PD FMS.3-4

Reception

- Form lower-case and capital letters correctly. WRITE. Rec
- Spell words by identifying the sounds and then writing the sound with letter/s. WRITE. Rec
- Re-read what they have written to check that it makes sense. Rec
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. WRITE. Rec

HANDWRITING Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing. PD.FMS. Develop the foundations of a handwriting style which is fast, accurate and efficient. PD.FMS.

Writing- ELG .

- Write recognisable letters, most of which are correctly formed. WRITE.ELG
- Spell words by identifying sounds in them and representing the sounds with a letter or letters. WRITE.ELG
- Write simple phrases and sentences that can be read by others. WRITE.ELG

HANDWRITING

- Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. FMS. ELG

STAGE 1- Core strength and posture	Remember to push my chair under the table and I am beginning to sit up straight as I write. Some prompting.			Sit up at tall at the table with my feet on the floor. 90-90-90 position' – 90-degree angle at the feet/ankles, at the knees and at the elbows.		
STAGE 1- Fine motor – wrist – arm and finger strength dexterity.	Pivot my shoulder using upper body strength, e.g. swinging, pushing and lifting	Pivot my elbow for large-scale movements from side-to-side and up and down. Elbow takes over more work from the shoulder.		Pivot my wrist for smaller scale movements to grasp and grip small-scale marks with finer tools.	Isolate and move different fingers, e.g. show finger numbers, use identified fingers to pinch, press, and use a pincer grip, etc. Strength in fingertips.	
STAGE 1- Holding a pencil Hand dominance	Hold the pencil in a palmar or digital grip. Swapping and testing hands.	Develop a pincer grip. I may still be determining which hand to use.	Sometimes hold a pencil correctly with support.	Consistently use a dominant hand.	Hold a pencil with a tripod pincer grip.	Correctly hold a pencil and use it with good control and pressure. Hold/ move the paper with one hand and write with the other.
Writing symbols. 8 figures of Visual Motor Integration)(VMI)	I can record a circle. (3 years) 	I can record a vertical cross. (3 ½ - 4 years) 	I can record a square. (4 years) 	I can record diagonal lines to the left and right. (4 ½ ys) 	I can record a cross using diagonal lines. (4 years 11 mths). X 	I can record a triangle. (5 years 3 months) 



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STAGE 2-NAME	make an attempt at my name.	form some letters in my name.	form most letters of my name.	form the letters for my first name correctly.	Form the letters for my full name correctly.
LETTER FORMATION	Correctly form some single sound letters and name.		Correctly forming most letters from the 26 in the alphabet.		Correctly forming all of the 26 letters from the alphabet.
SIZING	Begin to reduce the size of my letters.		Record letters with some consistency of size and neatness.		Record small, neat and consistently sized letters
ORIENTATION	Begin to sit some letters on the line.	Sit most letters onto the line.	Sit all the letters on the line.		Orientate all letters as ascenders and descenders

GROSS MOTOR SKILLS

Three- Four Years

- . Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. PD.3-4
- . Go up steps and stairs, or climb up apparatus, using alternate feet. PD.3-4
- . Skip, hop, stand on one leg and hold a pose for a game like musical statues. PD.3-4
- . Use large-muscle movements to wave flags and streamers, paint and make marks.
- . Start taking part in some group activities which they make up for themselves, or in teams. PD.3-4

- DANCE-** Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. PD.3-4
- . Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. PD.3-4
 - . Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. PD.3-4
 - . Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. PD.3-4

Reception

- . Revise and refine the fundamental movement skills they have already acquired: - rolling- crawling - walking - jumping - running - hopping - skipping - climbing. PD.REC
 - . Progress towards a more fluent style of moving, with developing control and grace. PD.REC. (balance, stillness, climb higher, fun further)
 - . Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. PD.REC. (slide, bounce, rock, spin, tilt, fall, wheeled toys and bikes)
 - . Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. PD.REC
 - . Combine different movements with ease and fluency. PD.REC (obstacle courses- change speed/ direction)
 - . Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. PD.REC
 - . Develop overall body-strength, balance, co-ordination, and agility. PD.REC
- GAMES.** Further develop and refine a range of ball skills, including throwing, catching, kicking, passing, batting, and aiming. PD.REC
- GAMES.** Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. PD.REC

Gross Motor skills- ELG .

- Negotiate space and obstacles safely, with consideration for themselves and others. GMS. ELG
- . Demonstrate strength, balance and coordination when playing. GMS. ELG
 - . Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. GMS. ELG



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Running. Jogging and skip	Jog with knees up on the spot.	Jog in a straight line and change direction. Hold good posture and balance.	Run/sprint in a given direction for different purposes E.g., chasing or retrieval. (Not straight line)	Run in a straight line. Skip with alternate feet.	Run/Sprint in a straight line and change direction. Shuttle Run.	Travel at differing speeds on command or need. Select the appropriate speed, pace and distance for running.	
Throwing	Explore throwing different objects and items. Light items fall more slowly e.g. scarves, bubbles, beach balls.	Throw large balls and beanbags overarm.	Throw large balls to a partner with a short distance and to large targets.	Throw smaller balls and bean bags overarm.	Throw small balls to a partner with a short distance and to smaller targets e.g. a bucket or net.	Increase the distance for throwing to a person/ target. Increase the speed that the balls travels when throwing to others. Travel/ move and throw the ball.	
Catching	Explore throwing different objects and items. Light items fall more slowly e.g. scarves, bubbles, beach balls - Use these first.	Catch a large soft ball in two hands. Cradle ball into chest. Individual.	Catch a large soft ball in the palms of hands and fingers Cradle into chest. Individual.	Catch larger balls when throwing and catching with a partner from short distances. Pair/ Group work	Catch smaller balls, beanbags and equipment in two hands. Cradle to the chest.	Drop catch smaller balls after bouncing on the floor. Catch with one hand.	Increase the distance for catching and speed ball is travelling. Increase accuracy.
Rolling	Roll balls and equipment over and around body without dropping.	Roll large balls and equipment e.g. tyres to large targets.	Roll <u>large</u> balls to a friend / cones/ skittles along the floor - short distance.		Increase the rolling distance to the target.	Roll <u>small</u> balls to a friend / cones/ skittles along the floor - short distance.	Increase the rolling distance to the target.
Bat and striking	Hold a bat or racquet correctly.	Travel with an object balanced on a bat- one handed.	Swing a bat or racquet correctly and safely.		Use a bat or racquet to hit a <u>large</u> target on a stand.	Use a bat or racquet to hit a <u>small ball</u> on a stand.	Use a bat or racquet to hit a slow, moving ball.
Balance Bounce	Balance equipment on body parts e.g. palm of hand, back, shoulder, bent elbow.	Bounce a large ball off the floor and catch with two hands. Balance an egg on a spoon - Static-2 hands.	Bounce a small ball off the floor and catch with two hands. Balance an egg on a spoon - Two hands.	Bounce a large ball off the floor and catch with one hand. Egg on a spoon - one handed. Short distance.	Bounce a small ball off the floor and catch with one hand. Egg on a spoon - one handed. Longer distance.	Bounce a large ball against a wall and catch/ with a partner. Bounce in the middle. Egg on a spoon - one handed. Increase speed	Bounce a small ball against a wall and catch/ with a partner. Bounce in the middle.



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Kicking	Explore kicking a static ball with both feet.	Determine which foot I will use for kicking,	Kick a ball to a large target/space goal.	Ball between two feet and squeeze ball. Knees together. Move with one foot forward and then the other.	Kick a ball to a smaller/narrower target/space goal.	Start exploring how to dribble a ball between wide obstacles/markers.
Skipping with a rope	Jump over a stationary line on the floor. Jump with one foot and then the other.	Successfully jump over a stationary line with both my feet together. Hold the skipping rope correctly		Turn the skipping rope overhead and <u>step over</u> the rope.	Turn the skipping rope overhead and <u>jump over</u> the rope.	Confidently skip forwards with the rope, extending to backwards when ready.
Jumping and landing	Jump on the spot with two feet together and land safely.	Jump with two feet together and jump forwards and backwards. Sack Race.	Jumping forwards on two feet, increasing control over distance and height.	Jump from two feet to one foot keeping my balance. Hopscotch	Hop one foot to the opposite foot and then to the same foot, landing safely.	Combine a sequence of 2-3 jumps with fluency and control in taking off and landing.

READINESS FOR YEAR ONE:

- To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education.
- To use their core muscle strength to achieve a good posture.
- To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- To combine different movements with ease and fluency.
- To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- To negotiate space and obstacles safely, with consideration for themselves and others.
- To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group

Dancing-Movement	I can copy basic actions.	I can learn short routines, beginning to match pace.	I can learn longer routines, beginning to match pace.	I can put a sequence of actions together.
Dancing-Interpretation	I can watch dances and performances.	I can say what I like and dislike about dances/ performances.	I can replicate parts of a dance or performance.	I can begin to improvise independently to create a simple dance.

READINESS FOR YEAR ONE:

- To use a more fluent style of moving, developing control and grace.
- To combine different movements with ease and fluency.



Gymnastics - Travelling at different levels	Explore sliding, crawling and crawling along low gymnastic equipment such as benches.		Safely walk, crawl, slide climb up and jump over gymnastic equipment such as horses and benches.		Explore travelling at different levels by moving in high and low shapes across a range of basic gymnastic equipment.	Safely and confidently walk, crawl, slide, climb up and jump over gymnastic equipment such as beams and higher equipment and frames.	<u>PHYS. DEV. GMS – ELG</u> Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when working on the floor and gymnastic equipment. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
	Keep still and hold a frozen shape whilst standing with two feet on the floor.	Balance on large patches/ body parts such as the bottom, back, side and front.	Explore the 5 basic balancing shapes: straight, tucked, star, straddle and pike.	Hold simple balances with 2 feet and one hand or two hands one foot – tripod.	Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).	Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet.	
READINESS FOR YEAR ONE: - To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing. - To combine different movements with ease and fluency.							



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EYFS Progression of skills - Reading

WORD READING

Three- Four Years

• Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom

Reception

Read individual letters by saying the sounds for them.
• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
• Read some letter groups that each represent one sound and say sounds for them.
• Read a few common exception words matched to the school's phonic programme.
• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
• Re-read what they have written to check that it makes sense.

Word Reading- ELG .

Say a sound for each letter in the alphabet and at least 10 digraphs. WR-ELG
• Read words consistent with their phonic knowledge by sound-blending. WR-ELG
• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. WR-ELG

STAGE 1- Verbal rhyming and alliteration

Listens to and enjoys songs and rhymes.

Joins in with songs and rhymes and says some of the words.

Singing songs and rhymes independently.

Developing phonological awareness so I can hear rhymes. I can then suggest rhymes.

I can count or clap syllables in a word e.g. but/ter/fly cat/er/pill/ar.

I can recognise words with the same initial sound e.g. mum and monkey

I can read aloud simple rhyming sentences and rhyming books consistent with my phonics knowledge.

STAGE 2- Joining in with stories read to me.

Enjoys sharing books with adults. Paying attention to the pictures or words in the book.

Has a favourite book that they find to share with others. Repeats words from familiar stories

Developing play around a story read to them.

In conversation I demonstrate that I understand print has meaning and can have different purposes.

I understand text is read left to right and top to bottom and can follow my finger along text, even if I do not know the words.

STAGE 3- Recognising print and books.

I notice print around me e.g. logos or the first letter of my name.

I understand print has meaning and I can read books or be read to.

I know the names of the different parts of a book.

STAGE 5- Common exception words

I understand some words cannot be sounded out.

I can read a few common exception words linked to my schools reading scheme.

I can read common exception words when they are included in simple phrase or sentence.

I can read simple sentences and books that include common exception words

STAGE 6- Reading fluently

I am developing some phonological awareness - for example spotting words with the same initial sound.

I am blending sounds to create words.

I can read simple phrases and sentences in my books with some fluency.

I can re-read these books to develop my confidence in reading and my fluency.

I can identify all the sounds in my books and 10 or more digraphs.

I can sound blend all the words in my books that match to my phonetic ability.

I can read aloud sentences with good fluency that are matched to my phonetic ability.

Comprehension

Three- Four Years

Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom
• Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

Reception

Read individual letters by saying the sounds for them.
• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
• Read some letter groups that each represent one sound and say sounds for them.
• Read a few common exception words matched to the school's phonic programme.

Comprehension- ELG .

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. COMP-ELG
• Anticipate (where appropriate) key events in stories. COMP-ELG
• Use and understand recently introduced vocabulary during discussions about stories,



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• Engage in extended conversations about stories, learning new vocabulary.			• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Re-read what they have written to check that it makes sense.			non-fiction, rhymes and poems and during role play COMP-ELG		
Questioning	Asks simple questions about the book	Engages in conversation about stories while answering questions.	Engages in conversation about stories then asks questions.	Asks more in-depth questions showing a good understanding of the text.	Asks questions about key events in the story.	Answers more complex questions during discussions about a wide range of texts and answers with confidence and good logic.		
Vocabulary	Joins in with repeated words used in text.	Develops play around favourite stories using props, beginning to use some text related vocab.	Notices words they do not know the meaning of.	Discusses word meanings and links new words to known words.	Uses new vocabulary introduced by the teacher when read in a book.	Uses and understands vocabulary that has been introduced through a book correctly and showing a good understanding of events.		
Inference	Looks at the pictures when reading a story.	Beginning to look more in detail at the pictures and talk about what is happening.	Beginning to understand that when answering questions about the text we have to look in the book when guided by the teacher.		Makes basic inferences on characters feelings by using pictures and looking what they are saying and doing when guided by the teacher.	Makes rational anticipations of key events in the story through inferences.	Answers questions about the text that requires them to 'read beyond the text' e.g. why do you think...	
Prediction	Sharing own ideas about the texts being read to them.	Beginning to predict what might happen next when prompted.	Predicting what will happen next on the basis of what has happened so far e.g. to the characters or in the stories plot.			Make simple predictions from the story based on the story, previously read stories and own life experiences.	Predicts key events in the story either before the story is read or during reading the story.	Explains predictions and justifies why they may happen.
Explaining	Says which stories they would like to read.		Shares opinions of stories – likes and dislikes.		Link what has been read to them to their own real life experiences.		Explain what has been read to them in their own words.	Expresses their ideas and views about the characters and events in the story.
Retrieval	Looks at the pictures when reading a story.	Beginning to look more in detail at the pictures and talk about what is happening.	Answers simple questions about events that have just happened in a story.	Understands that pictures offer many clues as to what has happened or will happen in a text.	Recognises characters, events, titles, images and key information in a text.		Recognised the difference between non-fiction and fiction texts.	Retrieves information by finding key words in the text.
Sequencing	Looks at books from front to back.	Knows we read from left to right, top to bottom.	Can retell a story through images – such as a story map.	Can orally re-tell a story in their own words.	Can sequence a simple story- remembering key events.		Can sequence a class story remembering some details and key events including story specific vocabulary too.	



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READINESS FOR YEAR ONE:

- Developing phonemic knowledge through Read Write Inc and other phonic opportunities.
- Developing a knowledge of stories including rhyme and identify the rhyming words within them.
- Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories.
- Developing their skills and abilities in retelling familiar stories.
- Recognising that books have information that helps them to learn.
- Routinely accessing picture books and stories
- Listening to others expressively tell stories.
- Learning that stories and books can put them in imaginary worlds full of adventure and excitement.



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EYFS Progression of Skills – Mathematics

Object counting

I can use one-to-one correspondence when counting and understand that the last number said is the number in the set.	I can count up to 5 objects (including different sized objects) moving each as they are counted.	I understand that objects can be counted in any order or arrangement and the answer is still the same.	I can count up to 10 objects (including different sized objects) moving each as they are counted.	I can count out a given amount up to 10 (identified verbally or written) from a greater set.	I can reliably count up to 20 objects moving each as they are counted and also take amounts up to 20 from a greater set.
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Matching quantities and numerals - Counting sets of objects

I can use one to one correspondence when counting and I understand the last number said is the number in the set	I can count up to 3 objects (including different sized objects), moving each as they are counted. I can match the set to the numeral.	I can count up to 5 objects (including different sized objects), moving each as they are counted. I can match the set to the numeral	I can count up to 10 objects (including different sized objects), moving each as they are counted. I can match the set to the numeral.	I can count up to 20 objects (including different sized objects), moving each as they are counted. I can match the set to the numeral. Count reliably with numbers from 1 to 20.
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Perceptual Subitising (Instant recognition of small quantities) and Conceptual Subitising (recognising small gps within a whole)

I can recognise familiar arrangements for numbers up to 5 when on a dice or domino	I can identify quantities of objects up to 5 when placed in a dice or domino arrangement	I can identify quantities of objects from 1 to 3 when arranged randomly	I can explore arrangements of quantities within 5 using a ten frame	I can state without counting (subitise) quantities within 5 Subitise (recognise quantities without counting) up to 5. Number ELG
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Counting pictures that cannot be moved

I can count up to 5 objects, moving each as they are counted	I can count up to 5 pictures that cannot be moved, marking each as they are counted.	I can count up to 10 pictures that cannot be moved, marking each as they are counted	I can count up to 20 pictures, that cannot be moved, marking each as they are counted	I can count up to 20 pictures without marking using a strategy such as starting at one side, ensuring that all pictures are included and that none have been counted more than once.
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Counting Objects - Counting Beyond Ten

I can count up to 10 objects, moving each as they are counted Count out a group of 10 objects from a greater set	I can recognise that when a ten frame is full this represents 10 Recognise a 10 Numicon Shape	I can arrange a group of 11 to 19 objects into 1 group of 10 plus another group	I can use structured equipment number such as bundles of art straws, Unifix (tower of 10), Ten Frame with counters to create a group of 10 plus another group	I can understand that 'teen' numbers are a group of 10 plus another number
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Counting Objects - Mathematical Representations and Graphics

I can represent a given amount up to 3 using marks and pictures and explain my jottings.	I can represent a given amount up to 5 using marks and pictures and explain my jottings.	I can represent a given amount up to 10 using marks and pictures and explain my jottings.	I can represent my simple mathematical ideas and calculations using pictures symbols and numerals and explain it.	I can represent my simple mathematical ideas and calculations using pictures symbols and numerals and explain it.
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Counting Objects - Mathematical Representations

I can represent a given amount up to 3 using objects and pictures.	I can represent a given amount up to 5 using objects and pictures.	I can represent a given amount up to 10 using objects and pictures.	I can represent a given amount up to 20 using objects and pictures.	I can represent my simple mathematical ideas and calculations using objects and pictures.
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Comparing groups of objects or numbers

I can identify a set that has more and a set that has fewer by pointing/ highlighting when requested. (Sets are very obviously different)	I can identify a set that has more and a set that has fewer by pointing/ highlighting when requested. (Range up to ten)	I can identify a set that has more and a set that has fewer using the correct language. (Range up to ten)	I can identify a set that has more and a set that has fewer using the correct language. (Range above ten and sets may be similar in amount)	I can identify the difference in number between one set and another. Have a deep understanding of number to 10, including the composition of each number. Number ELG
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Reading and ordering numerals

I can name the numerals 1-3 when shown out of order and I can place these numerals in order.	I can name the numerals 1-5 when shown out of order and I can place these numerals in order.	I can name the numerals 1-10 when shown out of order and I can place these numerals in order.	I can name the numerals 1-20 when shown out of order and I can place these numerals in order.	I can confidently identify and name the numeral that is after, before, between numerals to 20.
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Ordering numerals				
I can put the numerals 0 to 5 in order when all are given	I can put the numerals 0 to 9 in order when all are given	I can put the numerals 0 to 20 in order when all are given	I can find the numeral that comes before, after or between a given numeral in a range to 20.	I can order a random set of numerals within the range 0 to 20
Recording numerals				
I can make marks to represent numerals.	I can write the numerals 1 to 3 for a given purpose.	I can write the numerals 0 to 5 for a given purpose.	I can write the numerals 0 to 9 for a given purpose.	I can write the numerals 0 to 20 for a given purpose.
Ordering pictorial number representations				
I can order the pictorial representations of the numbers from 0-5.	I can order the pictorial representations of the numbers from 0-9.	I can order the pictorial representations of the numbers from 0-20.	I can find the pictorial number representation that comes before, after or between a given pictorial number representation in a range to 20.	I can order a random set of pictorial number representations within the range 0 to 20.
Ordinal Numbers				
I can follow instructions including ordinal numbers for first, second and third. (Lining up. Order in a game/ race)	I can follow instructions including ordinal numbers for first, second, third- tenth. (Lining up. Order in a game/ race)	I can correctly use some ordinal numbers in context, e.g., lining up or racing.	I can correctly use many ordinal numbers in context, e.g., lining up or racing.	I am beginning to read and write ordinal numbers. (Labelling a picture or results of a race)
Ordering numerals				
I can put the numerals 0 to 5 in order when all are given	I can put the numerals 0 to 9 in order when all are given	I can put the numerals 0 to 20 in order when all are given	I can find the numeral that comes before, after or between a given numeral in a range to 20.	I can order a random set of numerals within the range 0 to 20
Finding one less/ one fewer (objects)				
I understand the concept of finding one less object as removing one amount from within another.	I know that fewer and less mean the same thing, but fewer is used when counting objects and removing/ taking away objects from an existing group. (Working with objects to 5)	I know that one less is the next number in the counting sequence when counting backwards in ones. -I find the number that is one less within 1-5 by using objects, number lines and mental recall.	I know that one less is the next number in the counting sequence when counting backwards in ones. -I find the number that is one less within 1-10 by using objects, number lines and mental recall.	I know that one less is the next number in the counting sequence when counting backwards in ones. -I find the number that is one less within 1-20 by using objects, number lines and mental recall.



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Rote counting backwards				
I can join in with rote count backwards from 5 to 1	I can rote count backwards from 5 to 1	I can rote count backwards from 10 to 1	I can rote count backwards from 20 to 1.	I can rote count backwards from larger numbers e.g. 50.
Counting Back				
I understand the concept of take away and counting back one as the removal of one object.	I know that two/three/four less is found by removing two/three/four objects from an existing group of objects	I recognise that two less is one less and another one less, three less is one less, and one less and one less, etc.	I understand and can use number lines to count back small jumps of 1, 2 or 3 more jumps.	I can count back smaller numbers using mental calculation.
Subtraction - Removing items				
I understand that the terms take away / subtract relate to removal of one group from another.	I can remove a given amount from a greater set (with a whole of up to 5) counting to identify how many are left. I know the answer is how many are left.	I can remove a given amount from a greater set (with a whole of up to 10) counting to identify how many are left	I can use some mental calculation skills. Automatically recall number bonds up to 5 (including subtraction facts) Number ELG	I can subtract a single-digit number from a number greater than 10 using practical equipment
Problem Solving with subtraction				
I can solve simple problems using numbers to 5 with 1:1 support.	I can solve simple problems using numbers to 5 with within a group.	I can solve simple problems using numbers to 5. I can practically explore different ways using my own ideas. Adding, subtracting and sharing.	I can solve simple problems using numbers to 10. I can practically explore different ways using my own ideas. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. NP:ELG	I can solve simple problems using numbers to 20. I can practically explore different ways using my own ideas. Adding, subtracting and sharing.



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Finding one more				
I understand that to find one more, I need to add one object to an existing group of objects.	I understand how to find one more object with sets in a range up to 5 by correctly adding on one more object.	I know that one more is the next number in the counting sequence when counting forward in ones. -I find the number that is one more within 1-5 by using objects, number lines and mental recall.	I know that one more is the next number in the counting sequence when counting forward in ones. -I find the number that is one more within 1-10 by using objects, number lines and mental recall.	I know that one more is the next number in the counting sequence when counting forward in ones. -I find the number that is one more within 1-20 by using objects, number lines and mental recall.
Rote counting forwards				
I can join in with rote counting from 1 to 5	I can rote count from 1 to 5	I can rote count from 1 to 10.	I can rote count from 1 to 20.	I can rote count from 1 to 20+ e.g. 50 or 100 I can verbally count beyond 20, recognising the pattern of the counting system. NP. ELG.
Counting On				
I understand the concept of addition as combining sets of objects	I know that two/three/four more is found by adding two/three/four objects to an existing group of objects	I recognise that two more is one more and another one more, three more is one more, and one more and one more, etc.	I understand and can use number lines to count on small jumps of 1, 2 or 3 more jumps.	I can count on smaller numbers using mental calculation.
Addition - combining sets of objects				
I understand the concept of addition as combining sets of objects	I understand that the terms add, total, altogether relate to combining groups of objects	I can combine two groups of objects (total within 5) counting how many are there.	I can combine two groups of objects (total within 10) counting how many are there	I can add two single-digit numbers totaling up to 10, using practical equipment
Addition using the Part-Part-Whole Model				
I am beginning to combine two groups of objects to make a whole.	I recognise that when the groups are combined the number of objects is more than either of the individual groups	I can label the individual groups as parts .	I can label the combined group of objects as the whole	I understand the concept of addition by practically combining sets of objects to find how many using "part - part - whole"
Addition - First, Then and Now Stories				
I am beginning to combine two groups of objects to make a whole.	I can correctly follow an addition story, using First, Then and Now. I use practical equipment and my fingers to find the answers.	I can correctly tell an addition story in the correct sequence using First, Then and Now using practical equipment to support me.	I can correctly retell an addition story using first, then, now. I draw pictures and use the correct numerals to represent the parts and the whole.	I can correctly retell an addition story using first, then and now. I draw out the pictures and record number sentences to represent the story.



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Number Bonds

I can understand addition as combining sets of objects.	I can understand the terms add, total, altogether relate to the idea of combining sets of objects.	I can combine two sets (parts) to create <u>five</u> (whole) I can count sets in a range to 5 and practically find different ways using equipment. I can automatically recall number bonds to 5. Automatically recall number bonds up to 5 and some number bonds to	I can combine two sets (parts) to create <u>ten</u> (whole) I can count sets in a range to 10 and practically find different ways using equipment.	I can recall the pairs of numbers that bonds to total ten as a set of facts. Automatically recall number bonds up to 5 and some number bonds to 10, including double facts. Number: ELG
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Problem Solving

I can solve simple problems using numbers to 5 with 1:1 support.	I can solve simple problems using numbers to 5 with within a group.	I can solve simple problems using numbers to 5. I can practically explore different ways using my own ideas. Adding, subtracting and sharing.	I can solve simple problems using numbers to 10. I can practically explore different ways using my own ideas. Adding, subtracting and sharing. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. NP:ELG	I can solve simple problems using numbers to 20. I can practically explore different ways using my own ideas. Adding, subtracting and sharing.
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More than/less than

I can compare two collections of items that are obviously different using the language 'more' and 'less'.	I can count the amount of each group to find which has more and which has less.	I can compare two groups of the same objects e.g. 2 groups of cubes.	I can compare groups of different objects e.g. one group of cubes and one group of counters.	I can compare two groups of different sized objects (where there are more of the smaller object) e.g. more small beads and less large animal toys.
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Identify groups with the same number of things

I am beginning to understand through stories that groups can be equal.	I can say when a group is 'equal' or 'the same'.	I can check a group is equal by matching objects on a one-to-one basis.	I can change two unequal groups into two equal groups e.g. a group of 5 and a group of 4.
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Comparing numbers/quantities



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More than/less than				
I can compare two collections of items that are obviously different using the language 'more' and 'less'.	I can count the amount of each group to find which has more and which has less.	I can compare two groups of the same objects e.g. 2 groups of cubes.	I can compare groups of different objects e.g. one group of cubes and one group of counters.	I can compare two groups of different sized objects (where there are more of the smaller object) e.g. more small beads and less large animal toys.
Identify groups with the same number of things				
I am beginning to understand through stories that groups can be equal.	I can say when a group is 'equal' or 'the same'.	I can check a group is equal by matching objects on a one-to-one basis.	I can change two unequal groups into two equal groups e.g. a group of 5 and a group of 4.	
Comparing numbers/quantities				
I can recognise when a quantity has been unfairly shared e.g. someone getting 5 and the other person getting 3.	I can compare numbers that are far apart from each other (this could be supported with number lines, unifix or Numicon)	I can compare numbers that are near to each other (this could be supported with number lines, unifix or Numicon)	I can compare numbers that are next to each other (this could be supported with number lines, unifix or Numicon)	When shown two numerals I can compare these and say which is greater than, less than or the same as. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less



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Identifying/ Finding sets that have been doubled and sets that have not been doubled				
I can find two sets of objects that are the same with 1:1 adult support. (1-3 objects)	I can find two sets of objects that have the same number with some support. (1-5 objects)	I can independently find two sets of objects that have the same number. (1-5 objects)	I can independently find two sets of objects that have the same number. (1-10 objects)	I can independently find two sets of objects that have the same number. (1-10 + objects- large sets)
Understand how to make sets the same in order to double them				
I can make another set that is the same for 1, 2 or 3 objects, with 1:1 adult support.	I can make another set that is the same for 1-5 objects, with some adult support.	I can independently make another set that is the same. (1- 5 objects)	I can independently make another set that is the same. (1- 10 objects)	I can independently make another set that is the same. (1- 10+ objects – large sets)
Combine two sets of objects to double a number and count to find an answer				
I can begin to combine two sets of the same small number with 1:1 adult support. I am supported to use 1:1 counting and count all the objects.	I can combine two sets of the same number and count to find the total with some support. (1- 5 objects)	I can independently combine two sets of the same number and count to find the total. (1- 5 objects)	I can independently combine two sets of the same number and count to find the total. (1- 10 objects)	I can independently combine two sets of the same number and count to find the total. (1-10 objects)
Combine two numbers (numerals) to double a number – Developing mental recall				
I am beginning to understand that to double, I need to add the same small number to itself. (1-3)	I understand that to double, I need to add the same small number to itself. I can do this with some support. (1-3)	I understand that to double, I need to add the same number to itself. I can double the numbers 1-5.	I understand that to double, I need to add the same number to itself. I can double the numbers 6-10.	I understand that to double, I need to add the same number to itself. I can double the numbers 10+



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Sharing				
I understand that when an amount has been shared equally, all the parts are the same.	I can recognise by counting, whether an amount has been shared.	I can use practical equipment to share an amount into equal parts, in real life contexts.	I understand and can <u>identify</u> if a number of items shared into equal parts.	I understand and can <u>explain</u> if a number of items shared into equal parts. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. NP:ELG
Halving				
I understand that when an amount has been shared equally between two, both parts are the same.	I can recognise by counting, whether an amount has been shared equally between two or not.	I can use practical equipment and equal sharing to find one half of an even number of objects, in real life contexts.	I understand that the terms halving and sharing between two relate to splitting into two equal parts.	I understand that halving is sharing into two equal parts. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. NP:ELG
Splitting - Part- Part Whole Model				
I can use the word 'whole' to describe a set of objects, e.g., in a group of 6 biscuits, the 'whole' is 6. I can use the word 'part' to describe the individual groups.		I can partition the 'whole' set of objects between two groups, e.g., 6 biscuits with 4 on one plate and 2 on another	I can use the word 'part' to describe each partitioned set of objects, e.g., 6 biscuits with 4 on one plate and 2 on another, the parts are 4 and 2 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. NP:ELG	
Pairing up – odds and evens				
I can find and make pairs of the same objects.	I can pair up objects into twos from a set and talk about if all the objects have a partner. I can talk about if it is fair or not.	I can begin to talk about if sets are odd and even by pairing up the objects into twos.	I can begin to show an understanding of numbers being odd or even without needing to use objects to pair up.	I can identify if numbers are odd or even by showing an understanding of the pattern of odd and even numbers. (mentally- not using objects) Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. NP:ELG



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Naming and identifying 2D Shapes

I can identify (point to) some of the common 2-D shapes for star, circle, and square.	I can identify and name the common regular 2-D shapes for circle, square, triangle and rectangle/oblong.	I can name common 2-D shapes including hexagons and pentagons, and I know that rectangles and oblongs are the same shapes.	I securely use the correct terms to name common 2-D shapes, as I describe the 2-D shapes in my pictures, models and work.	I am learning to recognise and name other 2-D shapes such as irregular shapes, and quadrilaterals such as the rhombus, kite and parallelogram.
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Naming and identifying 3D Shapes

I can find/identify 3D shapes from sets of 2D and 3D shapes as I begin to recognise the properties of 3-D shapes.	I can identify (point to) some of the common 3-D shapes, e.g. cube, cone or sphere.	I can recognise and name the common 3-D shapes for cube, cuboid, sphere and cone.	I can securely recognise, name and describe 3-D shapes - cube, cuboid, sphere, cone, cylinder and pyramid in the context of my pictures, models and work.	I am now learning to recognise and name other 3-D shapes such as the different types of pyramids and prisms.
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Describing Shapes

As I play with and explore shapes, I can use informal language such as pointy, round or flat.	I can understand and begin to use the terms, 'straight', 'flat', 'curved' and 'edges' as I explore and identify shapes in the environment.	I can show an understanding that sides and corners refer to <u>2D shapes</u> , and I can identify these on common 2D shapes.	I can show an understanding that faces and solid refer to <u>3D shapes</u> , and I can identify and talk about these on common 3D shapes.	I can describe 2D and 3D shapes, using mathematical language. Including language such as curved, pointed, sides, faces, solid, flat and vertex/vertices (corners on 3D). I can count faces and vertices.
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Spatial Reasoning

I can match simple shapes by finding a shape that is the same.	I can complete a simple jigsaw or shape puzzle.	When completing jigsaws and shape puzzles, I can talk about why shapes will not fit, or why I chose a particular shape.	I can copy 2D and 3D shape arrangements. I can explain where I am placing shapes in relation to one another. (using positional language) I can make 2D and 3D shapes using a range of resources.	I can explain similarities and differences between shapes. I use my understanding of shapes to create my own shape designs, models and templates.
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Using 2D shapes to make pictures

I can explore using shapes and make arrangements with shapes. (No clear representation)	I can create simple pictures with 2D shapes.	I can create pictures using 2D shapes, and I can name the shapes I used.	I can create pictures with 2D shapes and make careful choices about how shapes can tessellate and fit together.	I can create pictures using a range of 2D shapes. I explain the choices that I have made about how the shapes fit together. I describe the properties of the shapes as I explain.
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Using 2D shapes to make pictures

I can explore using shapes and make arrangements with shapes. (No clear representation)

I can create simple pictures with 2D shapes.

I can create pictures using 2D shapes, and I can name the shapes I used.

I can create pictures with 2D shapes and make careful choices about how shapes can tessellate and fit together.

I can create pictures using a range of 2D shapes. I explain the choices that I have made about how the shapes fit together. I describe the properties of the shapes as I explain.

Combining shapes to make new shapes - spatial reasoning

I can sort and recognise shapes with the same properties.

I can explore putting shapes together to make different arrangements and shapes.

I can explore putting shapes together to make familiar recognisable shapes.

I can combine shapes to make familiar shapes, and I can name the shapes that I have made.

I can quickly identify how shapes can be placed together to create other shapes without the need for exploration.

Repeating Patterns

I can recognise when a set of objects or shapes are placed in a repeating pattern, and when they are not and talk about them with informal language E.g., spots and points.

I can identify a simple ababab pattern, and I can say what the pattern is. E.g., red, blue, red, blue.

I can talk about, copy, continue and make a simple ababab (2) pattern.
I notice mistakes in patterns.

I can talk about, copy, continue and make a simple abcabc patterns (3) and abbabb patterns.
I notice mistakes in patterns.

I can recognise, describe, copy, continue, make and correct patterns of number, shape and objects for abcdabcd patterns (4) and AABBCAABBC patterns.

Symmetrical pictures and models (Reflective Symmetry)

I can recognise shapes and pictures that are the same.

I can recognise when shapes are the same on each side of a line and have two mirror-image halves. I explore by folding and using 'mirror lines' and mirrors.

I can find the two equal halves of a shape by using folding and mirror symmetry.

I can make simple pictures and models that include one reflective line of symmetry.
I show an understanding of vertical symmetry (5 years)

I can make more detailed pictures and models that include one reflective line of symmetry.
I show an understanding of horizontal symmetry (6 years) and diagonal symmetry (7years)



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Progression of skills



Comparing Weights

I can make direct comparisons and compare the weight of 2 items.	I can find another item of similar weight to a given one.	I can use a systematic approach to directly compare each item against another.	I can make direct comparisons and compare and order the weight of 3 items from heaviest to lightest/ lightest to heaviest.	I can make direct comparisons and compare and order the weight of 3+ items from heaviest to lightest/ lightest to heaviest.
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Using balances

I can explore what happens when two objects are placed on each side of a balance scale.	I can use a balance scale to compare the weights of two objects. I understand the lower side is the heavier object and the higher side contains the lighter object.	I understand that if the balance scale is level, the objects being compared are equal in weight.
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Using mathematical language to describe measuring weight

I understand that weight refers to how heavy or light an object is.	I can identify (point to) the heavy and light object when asked to.	I can correctly use the term, 'heavy' when referring to an object.	I can correctly use the term, 'light' when referring to an object.	I can correctly use the terms heavy/ heavier, heaviest, light, lighter and lightest as I compare, describe and order the weight of objects.
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Using numbers and values to represent my measuring work

I understand that the weight of something can be represented by a number.	I understand that to measure the weight of an object on the balance scale, the object must be placed on one side and the counting items placed at the other side, until the balance is level.	I can use non-standard units (which are <u>not</u> uniform, e.g. vary in size) to measure the weight of objects.	I can use non-standard units (which are uniform, e.g. Unifix) to measure the weight of objects.
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The Riverview Academy

EYFS

Progression of skills



Using language to describe the passing of time

I can understand that I can compare events using words such as 'before' and 'after'.	I can use the word 'before', understanding that it refers to preceding a particular event and that the word 'after' refers to following a particular event or item.	I can use the word 'today', understanding that it refers to the current day.	I can use and understand that the word 'yesterday', refers to the day before today and 'tomorrow' refers to the day after today.	I can understand and correctly use language – before, after, yesterday, today, tomorrow
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Sequencing familiar events/the day

I can talk about significant times of the day, e.g. home time, lunch time, snack time, bedtime, etc.	I understand and can use the words 'before' and 'after' when describing the order of two events.	I can use the word 'between', understanding that it refers to the middle, or second of three events.	I can sequence two or three familiar events and describe the sequence using everyday language.	I can sequence four or more familiar events and describe the sequence.
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Days of the Week

I can join in with rhymes for the days of the week in order	I know that some of the words in days of the week rhymes are days	I can name the days of the week (not necessarily in order)	I know the names of the days of the week	I can say the names of the days of the week in order
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Vocabulary for filling

I can understand that capacity refers to how much a container can hold when it is full	I can use the terms full and empty to describe volume / capacity	I can use the terms nearly full and nearly empty to describe volume
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Comparing capacities

I can compare the volume of two of the same containers holding different amounts	I can use a systematic approach to compare each identical container against the others	I can order a set of three identical container from most full to least full	I can order a set of three identical container from least full to most full
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Comparing volume

I understand that comparing the volume of two of the same containers that hold different amounts, is easier if they are near to each other.	I understand that comparing the volume of two of the same containers that hold different amounts, is easier if their bases are on the same level	I can compare the volumes of two of the same containers that hold different amounts and use the terms more and less
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EYFS

Progression of skills



READINESS FOR YEAR ONE:

- To count confidently
- To show a deep understanding of numbers up to 10
- To match numerals with a group of objects to show how many there are (up to 10)
- To be able to identify relationships and patterns between numbers up to 10
- To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways
- To add and subtract one in practical activities
- To measure themselves and everyday objects using a mixture of non-standard and standard measurements
- To develop spatial reasoning using measures
- To begin to order and sequence events using everyday language related to time
- To begin to measure time with timers (e.g. digital stopwatches and sand timers) and calendars
- To explore the use of different measuring tools in everyday experiences and play
- To use informal language (e.g. heart-shaped, hand-shaped) and some mathematical language to describe shapes around them
- To use spatial language, including following and giving directions, using relative terms
- To develop spatial reasoning with shape and space
- To compose and decompose shapes, and understanding which shapes can combine together to make another shape



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EYFS

Progression of skills



EYFS Progression of Skills – Understanding the World

RE

RE Overview

Intent
Vocabulary
Implementation

Children will encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They will listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. Children will be encouraged to ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. The teaching of RE sits very firmly within the areas of personal, social and emotional development and understanding the world. Children will talk about similarities and differences between themselves and others, among families, communities and traditions. They will begin to know about their own cultures and beliefs and those of other people. They will explore, observe and find out about places and objects that matter in different cultures and beliefs.

Religion, special, people, books, places, church, synagogue, worship, feelings, similar, different

Children learning about a range of faiths and their similarities and differences. Children visiting places of worship. Children being immersed in festivals and religious celebrations.

READINESS FOR YEAR ONE:

- To know that different people have different faiths
- To know that some stories come from different holy books, and to express ideas in response to those stories
- To know that different people have different times of celebration
- To understand that different people have different ways of celebrating major events
- To know that people of all faiths can and do live well alongside each other
- To enjoy joining in with family customs and routines
- To be able to express some of their own families' customs and traditions
- To know that different people have a range of different ways of showing their beliefs, including prayers and worship
- To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions

HISTORY, GEOGRAPHY, SCIENCE

Chronology skill development

Intent
Vocabulary
Implementation

Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past

Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them

Family, relationships, Mum, Dad, sister, brother, grandma, grandad, friends.

Children joining in with discussions and stories

Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.

Last week, yesterday, a long time ago, last year, before I was born.

Visually represent their own day on a simple timeline (correspond with 7 days of the week)

Timeline, day, week, first, last, them, next, days of the week – names.

Children learning about the days of the week in and out of Maths lessons. Children having

Talk about and understand changes in their own lifetime, by creating a personal timeline.

Changes, baby, toddler, child, teenager, adult, elderly, ages.

Learning about life cycles of animals, learning about how we

Recount an event, orally, pictorial and/or with captions.

Event, special, what happened, then, next. Discussions around events we have had at school such as school trips, visits etc.

Order experiences in relation to themselves and others, including stories.

First, then, next, after that, finally, story. Adults prompting children to order experiences and stories verbally or in a written method.



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EYFS

Progression of skills



	about family. Children focusing on work based on 'all about me' and their family and friends.	Discussions around past and present – events such as celebrations, remembrance day (war).	a visual timetable. Children completing practical activities visually representation their week.	grow and change as people.		
Enquiry skill Development Intent Vocabulary Implementation	Children know that you can find out information from different sources e.g. internet, books. Information, books, videos, search, internet, Adults modelling how to find information using a range of sources. Adults giving children access to books to find information.	Children find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. History, past, celebrations, festivals. Adults providing opportunities to explore a range of festivals and celebrations.	Use technology to make observations or find information about different locations and places. Recognise, know, and describe features of Antarctica. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter - water to ice. Technology, search, internet, Antarctica, desert, changes, water, ice, seasons. Adults modelling using technology. Children having access to the technology to find information.	Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories. Identify features of growth and change. Images, pictures, past, present, same, different, grow, change. Children exploring images from the past through stories. Adults providing activities and inputs based on changing and growing.	Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community. Key worker, job, help, helpful, community, police, fire service, doctor, dentist. Adults providing experiences, activities and inputs in the people in society in the present and in the past. Children comparing the past and present.	Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different. Images, pictures, past, present, change, different, people, places, time, compare, comparison, same. Children provided with images to compare with past and present. Discussions around past and present.



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EYFS

Progression of skills



Respect skill Development Intent Vocabulary Implementation	Children respect special things in their own lives. Special, teddy, photo, people, toy. Children taught about respect, children taught about respecting special things and what this might mean to different people.	Children recognise that people have different beliefs and celebrate special times in different ways. Recognise some environments that are different to the one in which they live. Belief, religion, special, special book, celebrate, celebration, different, same, cold, landscape related vocabulary. Children taught about respect, children taught about different beliefs and special times for different people.	Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations. Questions, why, country, community, where I live, story, visitor, celebrations. Children taught about respect, children taught about curiosity, asking questions and why we need to learn.	Children understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations. Describe special events (Easter) Questions, why, country, community, where I live, story, visitor, celebrations, church, Easter. Children taught about respect, children taught about curiosity, asking questions and why we need to learn.	Understand that some places are special to members of their community. Special, places of worship, churches, map, park, shops etc. Children taught about respect and how we can respect special places.	Children recognise some environments that are different to the one in which they live - Hot countries. Animals and know how to care for an animal/pets. Same, different, similar, features, environment, hot, cold, care, look after, vets, food, water. Children taught about respect and caring for animals and pets.
Mapping skill Development Intent Vocabulary Implementation	Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete's story map around school, seating maps, nature area map and read commons signs and logos. Maps, mapping, environment, features, classroom map, local area map, signs, logos. Exploring maps as a class, reading stories with maps, creating a classroom map, exploring logos and signs as a class.	Draw information from a simple map and identify landmarks of our local area walk. Maps, mapping, environment, features, landmarks, local area. Children going on a walk together around the local area. To identify landmarks and create a map.	Create own maps using grid paper and symbols (x marks the spot treasure maps) Maps, mapping, environment, features, landmarks, local area, x marks the spot, treasure. Children using the available materials to create their own maps as modelled by the adults in school.			

READINESS FOR YEAR ONE (GEOGRAPHY):

- Know where they live
- Know how they travel to school
- Talk about some of the differences they notice when they are in different places
- Talk about places when looking at books and watching tv/videos
- Talking about places they have been to
- Talk about places in stories



The Riverview Academy

EYFS

Progression of skills



- Using language that relates to place
- Recognise elements of their environment that are manmade and natural
- Make maps from stories
- Follow simple maps in play

READINESS FOR YEAR ONE (HISTORY):

- Use words associated with the past including yesterday, last week, last year
- Use past tense when speaking about things that happened in the past
- Share their memories of significant events in their own lives.
- Talk about things that have changed.
- Begin to put these events in order
- Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers.
- Begin to put events in order.
- Talk about the order of events in a range of familiar stories.
- Recognise language in stories that shows the story happened in the past.

Scientific Knowledge Development	Seasonal Changes – Know the name of the current season. Know the order of the four seasons. Describe about how the seasons can affect the natural world and how things grow. e.g., acorns and conkers are found in autumn Know and describe the seasonal weather. Autumn, Spring, Summer, Winter, day, dark, light, Winter, night, season, Moon, Sun, lighter, darker, shadow Exploring seasons through stories, videos, books. Making a record of the seasons or weather such as a weather chart, seasons booklet etc.	Materials – Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Know some simple properties of materials. Know how we can sort objects into groups based on their material. Know what materials can be recycled. Material, wood, plastic, glass, metal, paper, recyclable, hard, soft, rough, smooth, shiny Exploring the materials as a class – naming them. Exploring the properties of these materials through continuous provision and whole class inputs.	Animals - Know the correct basic scientific vocabulary to describe parts of animals. Know what animals need to survive. Know and explain where a range of animals live e.g. talk about animals which live in a cold places (while looking at Arctic/Antarctic). Describe habitats. Polar animals (Penguin, Artic fox, Orca, Elephant seal, Polar Bear, Snowy Owl), frozen, camouflaged, survival, desert, habitat. Exploring animals and labelling them. Exploring what animals need to survive and how that changes depending on	Humans - Know about the life cycle of a human and can talk about how I have changed since I was a baby. Know that there are similarities and differences between others and myself. Know the name of some parts of the body that can be seen. Know how to keep their bodies healthy, e.g., eating healthy food, exercising, screen-time, oral health. Know the names of body parts. Know humans have five senses. Hygiene, healthy, nonhealthy, grow, change, germs, 5 senses, teeth brushing, dentist, face, hair, leg, human, knee, arm, elbow, back,	Plants - Know the correct basic scientific vocabulary to describe parts of plants. Know what plants need to survive and grow healthily. Know that plants need water, soil and sun to grow. Name some common plants. Know where some plants grow. Know that plants grow from a seed. Make close observations of plants in the natural world. Understand through books and observations that plants change and explain what a lifecycle is. Know and be able to explain a simple lifecycle, E.g., sunflower.	Animals (British Wildlife) - Know and explain where a range of animals live e.g. talk about animals which live in our community e.g. talk about wildlife in Britain. Describing habitats and some microhabitats. Make close observations of animals in the natural world. Make comparisons and identify similarities and differences. Understand through books and observations how animals change. Pond, garden, woodland, seaside, habitat, wild, wildlife, native, woodland, birds, (owl, duck), insects/bugs/
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The Riverview Academy

EYFS

Progression of skills



		Reading and investigating what recycling means and how we can recycle.	the environment they are in.	head, toes, ear, hands, eye, fingers, mouth, nose, parent, baby, child, adult, grandparent 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.	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 Exploring plants and the parts of the plants, looking at lifecycles of plants, identifying plants.	minibeasts (lacewing, ladybird, woodlouse, bee, wasp, spider, tarantula, earthworm, snail, millipede, butterfly, caterpillar, microhabitats, Identifying, observing and exploring British animals – in person, through books, videos etc.
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READINESS FOR YEAR ONE (SCIENCE):

- To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them
- To compare objects in their environment and talk about similarities and differences
- To ask questions about the world around them, and seek to find their own answers
- To know what a plant is
- To know what a flower is
- To know where you see plants
- To describe different plants and flowers
- To know what an animal is
- To recognise and name a variety of different animals
- To know the names of different body parts of humans and animals they have experience of
- To recognise that different everyday objects are made from different materials
- To describe how different objects look and feel
- To know about different types of weather
- To observe changes in trees and plants as the seasons progress



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EYFS

Progression of skills



EYFS Progression of skills - Expressive Art and Design

ART

Three- Four Years

- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.

Reception

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.

Creating with materials- ELG .

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. CWM. ELG
- Share their creations, explaining the process they have used. CWM. ELG
- Make use of props and materials when role playing characters in narratives and stories. CWM. ELG

PAINTING SKILLS	Holds a paintbrush/ printing tools in the palm of the hand.					Correctly holds and uses a fine brush to paint.	Uses <u>good</u> control to correctly hold and paint carefully in the lines.	Uses <u>very good</u> control to correctly hold and paint carefully in the lines.
Control of paintbrushes.						Holds the paintbrush with the correct grip with some reminders.		
Use of tools	Holds a paintbrush/ printing tools in the palm of the hand.			Uses thick brushes.		Uses thin brushes to add detail and holds the brush with a tripod grip.	Independently selects additional tools to add details and improvements to pictures, e.g., stamps and rollers.	
Colour	Uses pre-made paints and is able to name most colours.	Mixes primary colours (red, yellow and blue) to appropriate consistency.		Uses primary colours to make secondary colours, e.g. green, orange and purple.	Adds white or black to alter a shade or tint of paint.	Mixes and matches to a specific colour or shade needed.	Colours matches by altering the tint or shades. Creates warm and cold colours.	



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EYFS

Progression of skills



Technique	Makes marks by drawing circles and lines. Does not always give meaning.	Paints enclosed spaces using lines and gives meaning. Draws faces with basic features.		Paints potato people with no body or missing arms/legs. Paints simple shapes for other objects.	Paints bodies and shapes for objects that are an appropriate size and have some features.	Paints with detail including finer details such as fingers, ears, hair styles or items onto features.	Paints from observation by making a careful study and then includes features and details in the pictures.	
PRINTING SKILLS	I am beginning to understand that to print, I must press down and carefully lift off the printing tool.		I can print simple shapes with adult prompting for instructions.		I can independently print simple shapes, but I am helped with using the space to build up my composition.		I can independently print clear representations to create full pictures, without any support and add details	I can independently print <u>very careful</u> representations to create full pictures, without any support and add <u>fine</u> details. I think about the full composition of the picture and <u>use the space</u> .
PATTERN SKILLS	I can use objects to copy a simple repeating pattern with two items. Lay out the pattern/ thread beads.	I can use objects to copy a simple repeating pattern with three items. Lay out the pattern/ thread beads. Begin to make own patterns by laying out items.		I can create repeating patterns with colour, shapes and objects. Draw, paint, print and colour repeating patterns.		I can make irregular patterns based on real-life such as printing the skin of a tiger, zebra, cheetah and giraffe. Draw, colour, print and paint.	I can explore simple one line symmetry with activities such as folding painted butterflies, building models, drawing and using mirrors.	I can create drawings, paintings, printings and models with more than one line of symmetry.
DRAWING SKILLS	Makes marks by drawing circles and lines. Does not always give meaning.	Draws enclosed spaces using lines and gives meaning. Draws faces with basic features.	Draws potato people with no body or missing arms/legs. Draws simple shapes for other objects.		Draws bodies and shapes for objects that are an appropriate size and have some features.	Draws with detail including finer details such as fingers, ears, hair styles or items onto features.	Draws from observation by making a careful study and then includes features and details in the pictures.	
Technique								
Subject	Draws things that I have seen.	Draws simple things from memory.	Draws self-portraits and uses ideas from objects or pictures in own work.		Draws landscapes with backgrounds, cityscapes and buildings. Includes objects within these scenes, e.g., furniture and natural objects.			Draws fine detailed portraits, imaginative worlds, landscapes, cityscapes, buildings and objects from making close observation.



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EYFS

Progression of skills



Collage	Collage includes all one texture, with larger pieces and gaps between		Tears media into smaller pieces, but with gaps between		Layering of smaller pieces is evident, so there are fewer gaps		Makes collages/mosaics adding details with a wide range of textures Pieces are layers carefully, so there are no gaps
JOINING SKILLS	Uses glue sticks to join pieces.	Uses glue spatulas and pva glue to join pieces. I know that this is stronger than using the glue stick.	Joins items using tapes - masking and Sellotape - cutting lengths needed.		Joins items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon.	Joins items which are cut, torn and glued. Uses techniques such as flanges, slots, braces, tabs and ties, with some support.	Joins items using hot glue guns. Joins items using hammers and nails.
MAKING SKILLS	Creates my own piece of art -picture or model.	Creates my own piece of art and gives meaning.		Creates my own piece of art with some details, and I begin to self-correct any mistakes.		I return to my piece of artwork on another occasion to edit and improve my model. I add details and features to enhance my model.	I review my own work. I discuss strengths and areas for improvement. I make considered improvements.
Sculpture (Clay or Dough)	I can explore the clay/ dough.	I can make marks in the clay/ dough.	I can manipulate the clay/ dough by squashing, rolling, pinching, twisting and cutting.	I can make something and give meaning to it.		I can make something with clear intentions from start to finish.	I use a variety of techniques, shapes and shapes to sculpt. I can carefully select additional materials to incorporate and enhance my model.

READINESS FOR YEAR ONE:

- Hold tools like pencils, paint brushes, scissors with increasing precision
- Experiment with using different everyday and art materials to explore colour, texture and form
- To explore their ideas and imagination by creating drawings, paintings and sculptures.
- To explore creating designs and art work on a range of scales.
- To explore a range of techniques to draw, paint, print and sculpt to help them create art work.
- Recognising and exploring the colour, patterns and shapes in other artist's work.
- Expressing opinions and feelings in response to their own art work and other artist's work.
- Sharing their work with other people, talking about what they have created it.



The Riverview Academy

EYFS

Progression of skills



DESIGN

Three- Four Years

- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Explore colour and colour-mixing.

Reception

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.

Creating with materials- ELG .

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. CWM. ELG
- Share their creations, explaining the process they have used. CWM. ELG
- Make use of props and materials when role playing characters in narratives and stories. CWM. ELG

DT Progression for sewing	I can explore holding a sewing needle.	I can begin to use the skill of sewing over and under to make a running stitch with 1:1 support.	I can begin to use the skill of sewing over and under to make a running stitch with some support.	I can complete some running stitches and work independently.	I can independently sew a series of running stitches independently, and I can attempt a cross stitch with support.	I can join two fabrics with various stitches.
DT Progression for planning my ideas	I can work with independence to try and develop basic skills.	I can develop and share my ideas with support from my peers or an adult.	I work with my friend, and we copy, share, and develop ideas together. I can work independently to develop my ideas.	I can plan and create collaboratively, sharing my ideas with my peers and developing my ideas further.	I can carefully develop and share my ideas, experiences, and imagination independently or collaboratively.	
DT Progression for constructing my ideas.	I can build by stacking vertically.	I can join construction components by pushing, clicking, twisting, and snapping.	I can make enclosed spaces and shapes such as walls, tunnels, and houses. I build horizontally. I can tessellate basic shapes.	I can cover and bridge in my constructions by adding towers, roofs, bridges, and more detailed features. I can balance items. I can explore and add moving parts to my constructions.	I can adapt and improve my models with added features. I add improvements to ensure stability, scale and that it fits the purpose.	I can design, build, review and adapt my constructions to ensure they fit the purpose. I combine materials, shapes, and textures to add details and complexity. I can work on a large and small scale.
DT Progression for sculpting.	I can explore the clay/ dough.	I can make marks in the clay/ dough.	I can manipulate the clay/ dough by squashing, rolling, pinching, twisting and cutting.	I can make something and give meaning to it.	I can make something with clear intentions from start to finish.	I use a variety of techniques, shapes and shapes to sculpt. I can carefully select additional materials to incorporate and enhance my model.



The Riverview Academy

EYFS

Progression of skills



DT Progression for using scissors.	I can hold the scissors and open and close the blades	I can make small snips into the paper.	I can snip the paper and move the scissors forward.	I am beginning to cut along the paper with support from a helping hand holding the paper.	I can cut along a straight line, and I am improving in accuracy.	I can cut a curved line.	I can cut a circle shape, cutting around the shape with round edges. I can cut out a square shape.	I can cut around complex shapes such as people.
DT Progression for joining techniques.	Uses glue sticks to join pieces.	Uses glue spatulas and PVA glue to join pieces. I know that this is stronger than using the glue stick.	Joins items using tapes - masking and Sellotape - cutting lengths needed.	Joins items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon.	Joins items which are cut, torn and glued. Uses techniques such as flanges, slots, braces, tabs and ties, with some support.		Joins items using hot glue guns. Joins items using hammers and nails.	
DT Progression for making.	Create my own piece of art - picture or model.	Create my own piece of art and gives meaning.	Create my own piece of art with some details, and I begin to self-correct any mistakes.	I return to my piece of artwork on another occasion to edit and improve my model. I add details and features to enhance my model.			I review my own work. I discuss strengths and areas for improvement. I make considered improvements.	
DT Progression for cooking.	I can begin to develop a food vocabulary using taste, smell, texture and feel.		I can stir, spread, knead and shape a range of food and ingredients.		I can begin to work safely and show basic hygiene awareness, e.g., washing hands.		I can measure and weigh food items, non-standard measures, e.g., spoons, cups.	

READINESS FOR YEAR ONE:

- To describe something they want to make / build / construct
- To say who they are making / building / constructing for
- To talk about what materials they are going to use when making / building / constructing
- To make / build / construct objects using a variety of materials
- To join materials together when making / building / constructing
- To talk about their constructions / products, and what they are pleased with
- To talk about their constructions and say how it could be even better
- To talk about everyday objects that they like and say why they are good
- To build / construct structures from a range of materials to a design brief that they have created or been given.
- To build / construct structures that are tall or strong.
- To know that tape and glue can join materials together and can make structures stronger.
- To recognise different foods as either healthy or unhealthy
- To know how to use basic cutlery and utensils to make and eat food
- To follow simple instructions to make different foods
- To know when we make food for other people that it needs to be appealing.



The Riverview Academy

EYFS

Progression of skills



BEING EXPRESSIVE (DRAMA/ROLE PLAY)

Three- Four Years

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Reception

Develop storylines in their pretend play.

Being imaginative and expressive- ELG .

- Invent, adapt and recount narratives and stories with peers and their teacher. BI&E.ELG
- Sing a range of well-known nursery rhymes and songs. BI&E.ELG . Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&E.ELG

Small world	I can explore small worlds such as farms, castles, doll's houses and garages. I can join in with small world play that retells simple stories, events and rhymes.	I can take part in pretend and small world play using objects to represent something else that may not be similar.	I can enhance small world play by adding my own resources and constructions. I am beginning to develop complex stories.	I can make imaginative and complex small world scenes using construction kits, wooden blocks and loose parts. I can combine different resources to make cities with different buildings, a park with different features or a building with different rooms.	I can use small world resources to retell a familiar event or known story in the correct sequence. I can develop storylines and characters into my pretend play.	I can invent, adapt and recount narratives and stories with my peers and my teacher. BI&E.ELG I can perform songs, rhymes, poems and stories with others. BI&E.ELG
Role Play	I can join in with role play that retells simple stories, events and rhymes. I play with familiar resources, e.g., Main items in the Home Corner.	I can take part in pretend play using objects to represent something else that may not be similar. I use my own experiences to develop simple storylines.	I can enhance my role play by adding my own resources and constructions. I am beginning to develop complex storylines using my own experiences and known stories.	I can use my imagination to develop complex storylines.	I can develop storylines and characters into my pretend play. I can take part in group role play to retell a known story. I collaborate with my peers to retell the story in the correct sequence.	I can invent, adapt and recount narratives and stories with my peers and my teacher. BI&E.ELG I can perform songs, rhymes, poems and stories with others. BI&E.ELG



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EYFS

Progression of skills



MUSIC

Three- Four Years

- . Listen with increased attention to sounds.
- . Respond to what they have heard, expressing their thoughts and feelings.
- . Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- . Play instruments with increasing control to express their feelings and ideas.

Reception

- . Listen attentively, move to and talk about music, expressing their feelings and responses.
- . Sing in a group or on their own, increasingly matching the pitch and following the melody.
- . Explore and engage in music making and dance, performing solo or in groups.

Being imaginative and expressive- ELG .

- . Sing a range of well-known nursery rhymes and songs. BI&E.ELG
- . Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&E.ELG

Singing / Voice	I can use my voice for whispering, speaking, singing, and shouting.	I can experiment with changing my voice with different tempos, pitch, and dynamics. I can sing part/ most of some familiar songs. I know some of the words. I can sing in a small group.	I can join in with singing songs with changes to pitch, tempo, or dynamics. I can sing a whole familiar nursery rhyme and familiar song. I can sing in a group and keep in time.	I can show some control in using my singing voice to create changes in dynamics, tempo, or pitch. I can sing in a group and match the pitch and follow the melody. I can sing in tune and keep to the beat.	.I can sing a range of well-known nursery rhymes and songs. BI&E.ELG I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&E.ELG
Exploring and playing instruments Compositions of music	I can explore how to make sounds using body percussion and percussion instruments. I am beginning to name a few familiar instruments, e.g., drum, keyboard or guitar.	I can copy and join in with a simple beat on a percussion instrument. I can describe the sounds that I make in simple terms such as loud, quiet, fast, or slow.	I can play an instrument in time to a simple piece of music. I know how to play a wide range of percussion instruments. I can create suitable sound effects to match a given theme/story. I can experiment with playing percussion and body instruments and changing the dynamics, pitch, or tempo. I can play a simple composition by following a sequence of some simple symbols, pictures or patterns	I can show some control in playing percussion instruments to create changes in dynamics, tempo, or pitch. I can compose, adapt, and play my own composition/tune using simple symbols, pictures or patterns. I am beginning to record my own composition in pictures/symbols.	I can sing a range of well-known nursery rhymes and songs. BI&E.ELG I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&E.ELG



An illustration featuring a brown, furry monster with horns and sharp teeth on the left. In the center is a beaver wearing a red hat and a blue coat, holding a brown suitcase labeled 'WANTED BEAVER' and a small tag that says 'PLEASE DO NOT OPEN THIS'. To the right is a large orange pumpkin with a tag that says 'PLEASE DO NOT OPEN THIS PUMPKIN'. In the bottom right corner is a green caterpillar with a red head and antennae. The word 'ny' is partially visible on the far left.

Listening and responding to Music	I enjoy listening to music.	I respond when I listen to music.	I can talk about how music makes me feel. I can listen to songs/music with changes to pitch, tempo, and dynamics. I can respond to changes in the dimensions of music.	I can talk about emotions in the music, e.g., This music sounds happy, sad, or scary.	I can listen to pieces of music and recognises some familiar instruments that are playing. I can express my opinion on a piece of music. I can talk about what a piece of music reminds me of.	I can sing a range of well-known nursery rhymes and songs. BI&E.ELG I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&E.ELG

READINESS FOR YEAR ONE:

- To join in with singing familiar songs and rhymes.
- To make up songs and rhymes of their own.
- To match the pitch of their voice to the pitch of the song they are singing.
- To listen to live and recorded music, hearing lyrics, rhymes and instruments.
- To listen to live and recorded music, hearing changes in tempo, rhythm and dynamics.
- To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine.
- To respond to music, including individual instruments with movement and dance
- To match movements to the rhythm and pulse of a piece of music
- To explore the range of sounds made by different instruments.
- To use a range of percussive instruments to enhance songs and rhymes.
- To know the names of instruments that they have explored and used.



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