Clayton St John Ce Primary School
EYFS progression of knowledge and skills
Reception

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/interests and lines of enquiry	I can see a Rainbow	Super you Super me!	Frozen Planet	Off we go	Once upon a time	Sailing the seven seas
	Rosh Hashanah (Sept 25th) Harvest Black History (week17/10)	Diwali (WC 31st Oct) Guy Fawkes Remembrance Advent Christmas(around the worlds)	New Year Chinese New Year Valentines	Shrove Tuesday(Lent) Holi Mothers Day Easter	St Georges Day Ramadam Eid ul Fitr Fathers Day	Pride Eid ul ada
	Colour Monster Seasons come, seasons go- tree Brown Bear Elmer	Only One You Perfectly Norman Proudest blue	Lost and Found Penguins Poles apart	All about the London Bus My Granny went to market	Jack and the beanstalk You Choose	Snail and the Whale Captain Beastlie's pirate party.
Communication and Language	Shows a genuine interest in certain topics by asking questions to find out more. With some adult support, reflects on previous experiences to develop understanding, 'remember when we looked at…" Uses detail when recounting events. Is happy to speak in front of a small group to share their ideas. Will talk more extensively about something they are interested in. Pretend objects are something else in their play- this box is my castle, etc. Sentences are more complex. Beginning to use to talk to work through problems/ challenges faced in their play.		With increasing independence, children will draw on previous experiences when making sense of new ones. Can articulate their reasoning, making links Sits and listens well during groups discussions/ story time. Responds appropriately to questions and offers responses - may need some support/ encouragement. Developing a strong sense of opinion. Will create a narrative through their play. Links statements and will stick to the theme of the conversation for longer periods without jumping topic.		Listen attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back and forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced	

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		Uses previous experience to talk about what might happen using language from books read. Is able to explain their ideas and feelings using conjunctions such as 'because' or 'so'. May need prompting to elaborate. Uses story language in their play. Adds lots of detail to their recounts.	vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
PSED	Begin to understand the need for hygiene when taking part in food experiences Identifies and names some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. Explains to an adult what has happened when they are upset. "Bounces back" quicker after upsets and with more independence. Follows familiar, routined instructions independently. Uses the toilet independently and washes their hands well, knowing why this is important. Undresses independently for P.E., with help for buttons. Do up their coat. Abide by most of the rules of the classroom. Try new activities independently or with peers. Can articulate and follow the classroom rules - can explain reasons / why they are needed.	Sort some healthy and no so healthy foods Links events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched the toy. Begins to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?" Follow two-step instructions. Wait with increased patience, when necessary, e.g. when waiting for a turn on the computer. Dress and undress for PE independently. Discuss healthy food choices. Sort healthy foods from less nutritional food. Discuss sensible choices. Begin to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset. Begin to persevere when something is challenging.	Understand that some foods are healthier than others and give some examples Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an a ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others;

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	Joins in with a group of children who are playing. Forms some closer friendships and seeks them out to initiate play. Speaks to peers within a game or activity. Take turns, with adult support, e.g. when playing a board game.		Work on short activities independently, e.g. a phonics game. Holds back & forth conversations, listening to their peers' ideas and responding appropriately. Shows empathy in simple ways, e.g. finding an adult for a child who is hurt. Shows understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way. Takes turns with a little support from an adult or with the systems in place, e.g. sand timers.		Form positive attachments to adults and friendships with peers; Show sensitivity to their own and others' needs.	
PD	Stir with a spoon and spread with a knife independently Developing increasing controls of apparatus such a striking with bats and balls. Can complete an obstacle course which requires various movements such as crawling, balancing - may need some help at times. Forms recognisable letters. Handles smaller tools, objects and malleable materials safely. Can add smaller enhancements to creations with increasing intention.		Able to catch and pass increasingly smaller balls. Is able to manipulate the speed / distance of a thrown object. Can use the balance bikes, trikes with competence. Good coordination and balance when walking across planks or climbing / jumping. Has proficient pencil control - tripod grip is established and used almost all of the time. Letters are mostly correctly formed.		Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Uses a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	
Literacy	Re-enacts and reinvents stories they have heard in their play.	Describes main story settings, events and principal	Is able to recall and discuss stories or information that has been read to	Re-read what they have written to check it makes sense.	Demonstrate understanding of what has been read to them by retelling stories and	Use and understand recently introduced vocabulary during discussions about stories, non-fiction,

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	Enjoys an increasing range of print and digital books, both fiction and non-fiction Is beginning to read individual letters by saying the sounds for them Can supply words with the same initial sound for most taught single sounds. Makes marks and talks about it Is beginning to read individual letters by saying the sounds for them Can supply words with the same initial sound for most taught single sounds.	characters in increasing detail Beginning to blend and read CVC words containing known letter-sound correspondences. Forms recognisable letters Writes for different purpose- cards, labels and captions Beginning to segment and spell CVC words containing letter sound correspondences Beginning to say and write the end sound in words Segment and write simple cvc words and spell them correctly.	them, or they have read themselves Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Begins to recognise some written names of peers, siblings or Mummy and Daddy Beginning to segment to identify how many sounds are in a word. Recognise all taught single sounds including some digraphs Has proficient pencil control - tripod grip is established and used almost all of the time. Letters are mostly correctly formed.	Is reading phonetically decodable books with increasing confidence in word reading, their fluency and their understanding and enjoyment is developing. Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words. Children will link sounds to names, naming an sounding the letters of the alphabet. Letters are mostly correctly formed Write simple phrases and sentences that can be read by others.	narratives using their own words and recently introduced vocabulary. Anticipate (when appropriate) key events in stories. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge Write simple phrases and sentences that can be read by others. Form lower case and some upper case letters. Beginning to write simple narratives.	rhymes and poems and during role -play. Say a sound for each letter of the alphabet plus 10 digraphs. To read a selection of common exception words Write recognisable letters, most of which are correctly formed. Write simple phrases and sentences that can be read by others. Write captions with some capital letters. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Writes simple narratives independently.

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			To use writing for a wider range of purposes such as labels, captions and lists with increased independence.			
Maths	Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns	Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3 Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1–5	Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5 Compare mass Find a balance Explore capacity Compare capacity Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less Composition of 6, 7 and 8 Make pairs – odd and even Double to 8 (find a double) Double to 8 (make a double) Explore length	Talk about time Order and sequence time Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks 3-D shapes in the environment Identify more complex patterns Copy and continue patterns	Build numbers beyond 10 (10–13) Continue patterns beyond 10 (10–13) Build numbers beyond 10 (14–20) Continue patterns beyond 10 (14–20) Verbal counting beyond 20 Verbal counting patterns Add more How many did I add? Take away How many did I take away? Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes	Explore grouping Grouping Even and odd sharing Play with and build doubles Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places

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		Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the en-vironment My day and night	Compare length Explore height Compare height	Patterns in the environment	Copy 2-D shape pictures Find 2-D shapes within 3-D shapes Explore sharing Sharing	Create own maps and plans from story situations Deepen understanding Patterns and relationships
UW	<u>Science</u> Know basic care for plants e.g. watering Understand the need for care and respect towards animals Make observations about the environment in Autumn and Winter Know the weather associated with Autumn and Winter Notices and comments on change in their environment, outdoors	<u>Science</u> Identify a healthy snack Know that brushing teeth is important Talks in detail about features of own and immediate environment Understand the process of freezing and melting Make observations of different materials and identify their properties Asks questions about what they have observed	<u>Science</u> Understand how animals are adapted to live in different places e.g. polar bear Understand simple life cycles – animal Know that exercise is healthy Know that it is important to have good health and a healthy diet Know how to keep teeth healthy and why it is important Identify the habitat of some animals Know about similarities and differences in relation to living things	<u>Science</u> Understand the basics of what a plant needs to grow: water, soil and sunlight Understand simple life cycles – plant Make observations about the environment in Spring and Summer Know the weather associated with Spring and Summer Know that materials have certain uses depending on their properties Formulates a hypothesis about what they think will happen and why	<u>Science</u> Make observations of plants Identify different parts of a plant including roots, stem, leaves and flower Understand how we can maintain a healthy lifestyle; exercise, healthy eating and dental care Identify and compare the 4 seasons and weather associated with seasons	<u>Science</u> Make observations of animals and explain why somethings occur Begin to understand the effect of exercise on the human Talks about features of own and immediate environment and how environments vary from one another Know that the environment and living things are influenced by human activity Know about

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			Identify which materials float Uses appropriate resources to carry out chosen test	Plans a test - considering what it is that they want to find out Thinks about how they can find out the answer to their question	Closely observes experiments over several days Discusses what their observations tell them Seeks out things to observe to find things out Records their findings in their own way	similarities and differences in relation to materials Understand why some materials float and sink with support Makes decisions about what will be the most effective resources to use to carry out experiment Tests ideas and theories Plans what they will do next based on their findings
	<u>History</u> Show some understanding of similarities and differences Understands the role of different occupations Knows that local buildings are old e.g. Church	<u>History</u> Understand that people born before them are older Recognise simple similarities and differences Retells memories with support Know that we grow from a baby	<u>History</u> Begin to organise events using basic chronology with support Show an interest in characters and events in books showing lives in the past Retells memories of events confidently	<u>History</u> Know that information can be retrieved from books, the internet and people Know some simple past tense phrases was, lived show an interest in how their life is different from their	<u>History</u> Use the words now and a long time ago Children will answer how and why questions about stories and events Know how they have changed from when they were born to now	<u>History</u> Begin to organise events using basic chronology recognising that some things happened before they were born Bergin to understand that pictures, books, internet and artefacts can help us

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		to a child to an adult Name members of their family Know that Guy Fawkes and the gunpowder plot are why we celebrate bonfire night Know that Christmas Day is the day that Jesus was born Comments on pictures of Remembrance Services	Know that houses and transport have changed over time Know some simple things about life in the past e.g. how people travelled around	parents and grandparents	Know how their family is made up beyond themselves Know that once upon a time means a long time ago Know that what book characters are wearing/doing help us to understand what life was like at that time (e.g. similarities and differences) Begin to show an understanding of how their life is different from their parents and grandparents	to understand about the past Begin to understand that characters and events in books can be used to show an understanding of lives in the past Know that books, computers, photographs and artefacts can tell us things about life in the past Begin to make comparisons about life in the past to their life now with support
	<u>Geography</u> Name different parts of the local community with support (home, house, school, Church, shop, park Name and describe the seasons - Autumn and Winter Use simple geographical words	<u>Geography</u> Know that there are other countries and places in the world through the themes/festivals we learn about (Bethlehem, Arctic/Antarctic, China etc)	<u>Geography</u> Name different parts of the local community (home, house, school, Church, shop, park) Understand that some places are special to members of their community Use simple words to describe some	<u>Geography</u> Recognise some environments that are different from the one in which they live Name and describe the seasons - Spring and Summer Understand the use of globes and maps Draw a simple map	<u>Geography</u> Know the name of their street where they live Begin to identify some similarities and differences between where we live and places where our stories / learning take place	<u>Geography</u> Recognise some similarities and differences between this country and in other countries Explore and make observations of places out of the local area e.g. on school visit

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	to describe physical features seen in books and on pictures e.g. beach, wood, sea Understand and use some positional language Explore and make observations of different parts of the school grounds	Describe what places are like Begin to understand the use of globes and maps Draw a simple map or plan linked to story	human features in the local area e.g. farm, house, shop Explore and make observations of different parts of the local area e.g. church, local shop		e.g. environment / homes / weather	Show an interest in aerial photos of the local area
EAD	Art Create new colour by independent mixing Makes choices about the colours that they use To attach junk modelling items together and describe model Assemble prepared collage materials within a templated shape	Art Sketch a self-portrait with more than one colour with the features appropriately placed Use a combination of dough manipulation skills to create own models. Paint a self-portrait with more than one colour with the features appropriately placed	Art Paint a self-portrait with more than one colour with the features appropriately placed and detail added Paint things that they have observed, or images Create dough models independently Assemble self-cut collage materials on templated shape Print with deliberate	Art Sketch a self-portrait with more than one colour with the features appropriately placed and detail added Sketch things that they have observed, or images Creates collaboratively, sharing ideas, To attach junk modelling items together and explain choices of material when prompted	Art Paint things that they have observed with increasing detail with consideration to shape , size, colour and detail Use watercolour paints and more than one thickness of brush To create junk models and explain choices of materials Print with deliberate placement to create a pattern or image and describe the skills used using	Art Sketch things that they have observed with increasing detail with consideration to shape , size, colour and detail Create and describe clay models- talk about the skills used on prompting Assemble mixed collage materials including fabric to make own creations and describe

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			placement to create a pattern	Assemble transient art objects to create an image.	vocabulary (press, paint, paper, pattern	
	<u>Music</u> Sing an increasing selection of Nursery Rhymes and songs	<u>Music</u> Sing new songs as a group beginning to match pitch and melody Learn and perform songs for an audience at the Christmas concert	<u>Music</u> Build on previous knowledge of playing percussion instruments, naming them and knowing how they are played Play pitch matching games	<u>Music</u> Listen to a growing range of different types of music (pop, classical etc) and will comment on what I have heard with some support about the changes	<u>Music</u> Sing a variety of song and Nursery Rhymes with greater confidence Show greater control when playing musical instruments copying and extending simple rhythmic patterns Show increased confidence in performing for others	<u>Music</u> Discuss changes and patterns in music Sing a greater variety of sing and rhymes showing an increased awareness of melody and pitch when singing Use simple percussion instruments to move in time to a piece of music or song Explore music making and perform with other in a group
	<u>DT</u> Select materials from a limited range that fit a particular criteria, such as shiny with independence Use a hammer with support. Use glue (Pritt stick and PVA) and	<u>DT</u> Use scissors independently to cut along a line Talk with confidence about some things that have been made naming the resources and showing some	<u>DT</u> Select / plan and name the tools and resources needed e.g. scissors for paper Use a hammer to hammer a large headed nail.	<u>DT</u> Use scissors to cut out a shape with curved sides Explore other ways of joining with support, treasury tags, split pins <u>Mechanisms</u> Use simple construction with	<u>DT</u> Explain what I am making and which materials I am using and why Use a hammer safely to hammer a nail into wood Select my own method of joining materials	<u>DT</u> Explain work as it progresses Use scissors with care to cut a variety of shapes and materials Discuss what has been made and with prompts I am

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	Sellotape to join materials Talk with confidence about some things that have been made <u>Structures</u> Explore and investigate a range of simple large scale construction materials, such as cardboard boxes and crates, Select / plan and name the tools and resources needed e.g. scissors for paper	understanding of the techniques that I have used <u>Mechanisms</u> Use a variety of construction toys that have wheels in them to create a vehicle that can move	Use a hole punch to make holes in paper Discuss some of the changes made during the making process with prompts <u>Structures</u> Explore building bridges and towers using a variety of small scale construction materials, blocks, Lego, cardboard.	wheels and axels to create a moving vehicle with support	Changes, adapts and modifies model to serve a purpose <u>Structures</u> Build with a variety small scale construction adapting to make them more stable	beginning to identify good points and bad points <u>Mechanisms</u> Make a moving vehicle using a range of construction independently