



Learning together, we grow kind hearts
and healthy minds.

Skills Progression: EYFS

	Term 1 What makes me Special?	Term 2 Who likes to Party?	Term 3&4 Are all Stories true?	Term 5 & 6 What lives in my garden?
PSED	<p>Understand the school/class rules and expectations and why they are important</p> <p>Talk about people who are important to them and how they may differ from other families</p> <p>Talk about likes and dislikes and why they differ</p> <p>Talk about what makes them special</p> <p>Is able to express feelings appropriately and join in</p> <p>What it means to be HEARTSMART</p>	<p>Abides by most of the rules of the classroom To be able to talk about personal choices and preferences that will differ from their friends</p> <p>Will calmly explain to another child if they don't like what they are doing (e.g. Making noises in their face)</p> <p>Expresses their feelings in an appropriate way Shows empathy in simple ways, e.g. finding an adult for a child who is hurt.</p>	<p>Takes turns when playing a game without adult support</p> <p>Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer</p> <p>Holds two-way conversations, listening to their peers' ideas and responding appropriately.</p> <p>Will calmly explain to another child if they don't like what they are doing (e.g. Making noises in their face)</p> <p>Understands that we may not always like everyone, but we still need to treat them with respect</p>	<p>To think about the perspectives of others around them</p> <p>Moderate their own feelings socially and emotionally and be able to regulate their feelings when upset angry or when dealing with conflicts</p> <p>Talks about how to be safe around water and in the sun,. What it means to be healthy- in areas of hygiene, exercise and healthy eating, staying safe online etc</p> <p>Can help and support others when needed</p> <p>Can talk about the importance of honesty in relationships with family and friends</p>
Communication and Language	<p>Listens to a variety of rhymes, stories and songs.</p> <p>Understands and uses focus vocabulary based on myself and my family</p> <p>Can identify similarities and differences between themselves and others</p> <p>Listens to and follow instructions</p> <p>Speaks in well-formed sentences</p>	<p>Knows how to show they are listening in whole class and small group activities</p> <p>Asks relevant questions in response to what they have heard, wanting to find out more information - Speech is clear and understood</p> <p>To use and explain the meaning of new words and use them in the correct context</p> <p>Giving and receiving instructions</p> <p>Beginning to answer how and why questions</p> <p>Focus vocabulary based on the topic/interest</p>	<p>Uses longer sentences and links ideas</p> <p>Comments and engages in conversation about the text, talking about what might happen next, linking to own experiences</p> <p>E.g. 'I have a bike too. I went to the park. They might go to the park.'</p> <p>Retells stories simply and knows the difference between real and imaginary stories and traditional and modern tales</p>	<p>To be able to consistently listen appropriately and respond to questions and instructions</p> <p>Uses well-formed sentences</p> <p>Talks in the correct tense</p> <p>Understands more complex language including prepositions, sequencing, time</p> <p>Retells how the story started, the main happening, and how it ended.</p> <p>-Retells a story through role-play, using some new vocabulary and some exact words from the text</p>

			Repeats new vocabulary in the context of a story. Understands spoken instructions and can listen without stopping what they are doing	Can follow two-part instructions
Physical Development	<p>Developing spatial awareness when engaged in floor games stopping/ starting/ ways of travelling.</p> <p>In Cosmic Yoga can complete fundamental basic skills with balance, movement</p> <p>Develop fine motor skills through Dough Disco, Busy fingers, Squiggle while you wriggle activities in order to be able to hold a pencil and other tools effectively to make marks and create 3d structures</p> <p>Develop large scale movements using balance and control when engaged in outdoor activities, using tools and equipment such as bicycles and digging tools</p>	<p>Moves in a more fluent style, with developing control and grace through dance and yoga activities.</p> <p>To join in with different dances associated with a variety of celebrations.</p> <p>To develop ball skills.</p> <p>To form the letters of the level/set sounds consistently with control and displaying correct pencil grip</p> <p>Transports tools safely around the classroom</p> <p>To use scissors and other tools with increasing control</p>	<p>Uses a range of equipment to travel and balance, for example, walks along a low, wide balance beam independently</p> <p>Holds a controlled static balance on one leg</p> <p>Holds and uses a pencil and other one handed tools confidently and competently</p> <p>Cuts circle and square shape uses cooking utensils to stir serve</p> <p>To be able to produce correctly formed letters with increased consistency of size and orientation</p> <p>To be increasingly independent as they get dressed and undressed</p>	<p>Can spread using a knife</p> <p>Cuts a variety of foods, holding the knife correctly, using one hand to steady the food</p> <p>-Can usually hit a target using an overhand toss</p> <p>Throws with accuracy</p> <p>Bounces a tennis ball on the floor and catch in one hand</p> <p>Is able to move confidently showing strength balance and coordination in both indoors and outdoors</p> <p>Developed an appropriate handwriting style</p> <p>Holds a pencil effectively- tripod grip</p> <p>Forms letters accurately using the correct movements (shoulder pivot etc)</p> <p>Looks closely at lines, shapes, size and patterns when producing an observational drawings</p>
Understanding the World	<p>Explores the natural world around them, commenting on colours, shapes, textures, size etc from Summer to Autumn and use appropriate vocabulary when talking about them</p> <p>Can say they live in Kent, England</p>	<p>Notice and point out the seasonal changes from Autumn to Winter when exploring the local environment</p> <p>Describes what they see, feel and hear when outside</p> <p>Understands that maps show where places are</p> <p>Can talk about key celebrations and people who celebrate them- Diwali</p>	<p>To be able to talk about the differences of how people lived in the past and compare how they have changed over time e.g their homes and castles</p> <p>Discusses how objects have changed since their parents and grandparents were children (e.g. phones, televisions), transport etc</p>	<p>Uses vocabulary past, present, future in context when talking about physical features they observe</p> <p>Can describe the changes that occur in each season of the year (natural world) and how these also affect us (e.g. clothing we wear, how to stay safe in the sun)</p>

	<p>Talk about themselves and compare themselves/family to others</p> <p>To explore body parts/senses through variety of practical activities</p> <p>Talk about why people celebrate Harvest</p> <p>Explore and tinker with hardware to develop familiarity and use key vocabulary</p> <p>Recognise and identify familiar letters and numbers on a keyboard.</p> <p>Demonstrate basic mouse skills such as moving, dragging and clicking.</p> <p>Begin to understand what is meant by online safety through stories</p>	<p>Hanukkah Christmas Birthdays Guy Fawkes Night Advent</p> <p>Talks about how some people in the past have shaped today (e.g. Guy Fawkes)</p> <p>Understands why Christmas is celebrated and important to Christians.</p> <p>Can retell the Christmas story</p> <p>Realise that while most people in England celebrate Christmas, not all countries do.</p> <p>To compare celebrations in this country to others around the world</p>	<p>Uses past tense with increasing accuracy.</p> <p>Knows there are seasons that repeat and go in order and can compare and contrast the seasons of Winter and Springtime (in the here and now)</p> <p>- Knows there are 7 days in a week and the names and order</p> <p>To notice differences in the settings of traditional stories from around the world and compare them with their own</p> <p>Can talk in detail about how Chinese New Year is celebrated and by who</p> <p>Knows how Christian people celebrate Easter</p> <p>To name properties of everyday materials and know which ones will be appropriate to use in different DT projects to build boats and bridges</p> <p>To observe and comment on changes that occur in the cooking processes- making Gingerbread men and porridge</p>	<p>Can talk about life cycles of a range of different living things – plants animals and humans</p> <p>To know the difference between the physical features of our village environment and a seaside town.</p> <p>Can talk about different natural environments around the world that have specific characteristics- rainforests deserts islands</p> <p>Can talk about different habitats and why they are good for certain living things</p> <p>Uses key scientific vocabulary such as chrysalis lifecycle</p> <p>Can sort and categorise data and use branching databases and pictograms</p>
Expressive Art and Design	<p>Play imaginatively and creatively in the domestic role-play area drawing on personal experiences.</p> <p>Mix primary colours to create skin tones , autumn colours and what they are</p> <p>To create artwork in the style of Yayoi Kusama and talk about who she is</p>	<p>To explore different dance styles and music from around the world</p> <p>Watches dances and performances</p> <p>Shares likes and dislikes about dances / performances</p> <p>Learns short routines, beginning to match pace</p> <p>Chooses colour for a purpose</p> <p>Makes marks using shape and pattern on a range of surfaces</p> <p>Develops simple patterns by printing with objects using range of materials</p>	<p>To be able to produce Paul Klee inspired artwork based on Castle Under the Sun</p> <p>To compose their own music in the style of Sergei Prokofiev's Peter and the Wolf using a selection of percussion instruments</p> <p>To talk about and contrast music from around the world- such as Chinese music used in Chinese New Year celebrations</p>	<p>Can use fabrics to weave</p> <p>Uses variety of art tools with greater accuracy to create mixed media collages in the style of Eric Carle, create detailed observational drawings of natural objects</p> <p>Confidently reviews and critiques their own work and makes improvements, explaining why changes are better</p>

	<p>In music participate in singing simple songs Talks about the different sounds they make (e.g. loud, quiet, bombing, high pitched) Can clap and stamp to a beat Plays a given instrument to a simple beat</p> <p>Can join in with junk modelling exploring and joining differing materials together and making people, collages and other mixed media creations</p>	<p>Uses paints and brushes to make a range of marks – dots, dabs, zig zags, wavy Sings in a group, trying to keep in time Knows some nursery rhymes Knows some Christmas songs Responds to what they have heard, expressing their thoughts and feelings how to play it back Uses a tablet to record a performance and knows how to play it back</p> <p>Uses different materials (larger sizes), sparkly fabric, hessian, fur, ribbons, feathers to add to creations (e.g. own masks, material as skirts or scarves)</p>	<p>To use appropriate body movements in response to music</p> <p>To retell stories in role play in small groups</p> <p>Sings in a group, matching pitch and following melody</p>	<p>Makes up own stories in their role play independently Retells well known stories in great detail, using new language Uses props that are very specific and for a purpose to add detail or convey meaning in their stories.</p> <p>Can change the tempo and dynamics Recognises instruments and different genres in music Compose their own simple tunes Creates sound effects Writes down compositions</p> <p>Sings by themselves, matching pitch and following melody Sings in tune and to the correct beat</p>
--	---	---	--	---