

George Fentham Endowed School

Hampton in Arden

EYFS Progression of Skills -Nursery

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.'

This document maps out the progression of skills from Autumn 1 to Summer 2 for each area of learning, prime and specific. Teachers in Nursery will use this document to plan for activities and assess what children at the expected standard will know. Curriculum overviews are also written to share how learning happens during each Learning Theme.

Communication and Language

3 – 4 Year Olds Communication and Language:

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- 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.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

| Area | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------|--|--|--|--|--|--|
| Communication and Language | Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books. | Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. | Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". | Use talk to organise themselves and their play: "Let's go on a bus you sit there I'll be the driver." | Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', | 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. |

| | Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Use longer sentences of four to six words. Pay attention to more than one thing at a time, which can be difficult. | Start a conversation with an adult or friend and continue it for many turns. | 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' | |
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|--|---|--|---|--|

Personal, Social and Emotional Development

3 – 4 Year Olds Personal, Social and Emotional Development:

- 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.
- 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.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasinaly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

| Area | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|---|--|--|---|--|--|
| Personal, Social | Increasingly follow | Select and use | Become more | Play with one or | Develop | Find solutions to |
| and Emotional | rules, understanding | activities and | outgoing with | more other | appropriate ways | conflicts and |
| Development | why they are important. | resources, with help when needed. This helps them to | unfamiliar people, in the safe context of their setting. | children, extending and elaborating play ideas. | of being assertive. Talk with others to | rivalries. For example, accepting that not |
| | Remember rules | achieve a goal | | ' ' | solve conflicts. | everyone can be |
| | without needing an adult to remind them. | they have chosen, or one which is suggested to them. | Show more confidence in new social situations. | Understand gradually how others might be | | Spider-Man in the game, and suggesting other |
| | Talk about their | | | feeling. | | ideas. |
| | feelings using words | Develop their sense | | | | |
| | like 'happy', 'sad', 'angry' or 'worried'. | of responsibility and membership of a community. | | | | |
| | Be increasingly | | | | | |
| | independent in | | | | | |
| | meeting their own | | | | | |
| | care needs, e.g. | | | | | |
| | brushing teeth, using | | | | | |
| | the toilet, washing | | | | | |

| and drying their hands thoroughly. | | | |
|---|--|--|--|
| Make healthy choices about food, drink, activity and toothbrushing. | | | |

Physical Development

3 – 4 Year Olds Physical Development:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- 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.
- Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- 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.
- 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.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

| Area | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------|----------------------|-------------------------|----------------------|----------------------|-----------------------|---------------------|
| Physical | Use large-muscle | Continue to | Increasingly able to | Go up steps and | Skip, hop, stand on | Use a comfortable |
| Development | movements to wave | develop their | use and remember | stairs, or climb up | one leg and hold a | grip with good |
| · | flags and streamers, | movement, | sequences and | apparatus, using | pose for a game | control when |
| | paint and make | balancing, riding | patterns of | alternate feet. | like musical statues. | holding pens and |
| | marks. | (scooters, trikes and | movements which | | | pencils. |
| | | bikes) and ball skills. | are related to | Choose the right | Increasingly able to | |
| | | | music and rhythm. | resources to carry | use and remember | Show a preference |
| | | Use a comfortable | | out their own plan. | sequences and | for a dominant |
| | | grip with good | Start taking part in | For example, | patterns of | hand. |
| | | control when | some group | choosing a spade | movements which | |
| | | holding pens and | activities which | to enlarge a small | are related to | Use one-handed |
| | | pencils. | they make up for | hole they dug with | music and rhythm. | tools and |
| | | | themselves, or in | a trowel. | | equipment, for |
| | | Show a preference | teams. | | Start taking part in | example, making |
| | | for a dominant | | Collaborate with | some group | snips in paper with |
| | | hand. | Match their | others to manage | activities which | scissors. |
| | | | developing | large items, such as | they make up for | |
| | | Be increasingly | physical skills to | moving a long | themselves, or in | |
| | | independent as | tasks and activities | plank safely, | teams. | |
| | | they get dressed | in the setting. For | carrying large | | |
| | | and undressed, for | example, they | hollow blocks. | Continue to | |
| | | example, putting | decide whether to | | develop their | |

| coats on and doing | crawl, walk or run | movement, | |
|--------------------|---------------------|-------------------------|--|
| up zips. | across a plank, | balancing, riding | |
| | depending on its | (scooters, trikes and | |
| | length and width. | bikes) and ball skills. | |
| | Use one-handed | | |
| | tools and | | |
| | equipment, for | | |
| | example, making | | |
| | snips in paper with | | |
| | scissors. | | |
| | | | |

Literacy

3 – 4 Year Olds Literacy:

- 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
- Engage in extended conversations about stories, learning new vocabulary.
- 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; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

| Area | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------|---------------------|----------------------|----------------------|-------------------------|-----------------------|----------------------|
| Literacy | Understand the five | Understand the five | Understand the five | Use some of their | Understand the five | Write some or all of |
| | key concepts about | key concepts | key concepts | print and letter | key concepts | their name. |
| | print: | about print: | about print: | knowledge in their | about print: | |
| | - print has meaning | - the names of | - we read English | early writing. For | - print can have | Write some letters |
| | | different parts of a | text from left to | example: writing a | different purposes | accurately. |
| | | book | right and from top | pretend shopping | | |
| | | - page sequencing | to bottom. | list that starts at the | Develop their | |
| | | | | top of the page; | phonological | |
| | | | Engage in | writing 'm' for | awareness, so that | |
| | | | extended | mummy. | they can: | |
| | | | conversations | | - count or clap | |
| | | | about stories, | Develop their | syllables in a word | |
| | | | learning new | phonological | - recognise words | |
| | | | vocabulary. | awareness, so that | with the same initial | |
| | | | | they can: | sound, such as | |
| | | | Write some or all of | - spot and suggest | money and mother | |
| | | | their name. | rhymes | | |
| | | | | | Write some or all of | |
| | | | Write some letters | | their name. | |
| | | | accurately. | | | |

| | | Write some letters accurately. | |
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| | | | |

Mathematics

3 – 4 Year Olds Mathematics:

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone for example, "The bag is under the table," with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

| Area | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------|-------------------------|---------------------|----------------------|---------------------|----------------------|-------------------|
| Mathematics | Talk about and | Say one number for | Develop fast | Experiment with | Solve real world | Solve real world |
| | explore 2D and 3D | each item in order: | recognition of up to | their own symbols | mathematical | mathematical |
| | shapes (for example, | 1,2,3,4,5. | 3 objects, without | and marks as well | problems with | problems with |
| | circles, rectangles, | | having to count | as numerals. | numbers up to 5. | numbers up to 5. |
| | triangles and | Recite numbers | them individually | | | |
| | cuboids) using | past 5. | ('subitising'). | Compare quantities | Discuss routes and | Talk about and |
| | informal and | | | using language: | locations, using | explore 2D and 3D |
| | mathematical | Show 'finger | Know that the last | 'more than', 'fewer | words like 'in front | shapes (for |
| | language: 'sides', | numbers' up to 5. | number reached | than'. | of' and 'behind'. | example, circles, |
| | 'corners'; 'straight', | | when counting a | | | rectangles, |
| | 'flat', 'round'. | | small set of objects | Combine shapes to | Describe a familiar | triangles and |
| | | | tells you how many | make new ones – | route. | cuboids) using |
| | Talk about and | | there are in total | an arch, a bigger | | informal and |
| | identifies the patterns | | | triangle etc. | | mathematical |

| around them. For | ('cardinal | | language: 'sides', |
|------------------------|----------------------|------------------------|------------------------|
| example: stripes on | principle'). | Talk about and | 'corners'; 'straight', |
| clothes, designs on | | identifies the | 'flat', 'round'. |
| rugs and wallpaper. | Link numerals and | patterns around | |
| Use informal | amounts: for | them. For example: | |
| language like | example, showing | stripes on clothes, | |
| 'pointy', 'spotty', | the right number of | designs on rugs and | |
| 'blobs' etc. | objects to match | wallpaper. Use | |
| | the numeral, up to | informal language | |
| Select shapes | 5. | like 'pointy', | |
| appropriately: flat | | 'spotty', 'blobs' etc. | |
| surfaces for building, | Understand position | | |
| a triangular prism for | through words | | |
| a roof etc. | alone – for | | |
| | example, "The bag | | |
| Extend and create | is under the table," | | |
| ABAB patterns – stick, | - with no pointing. | | |
| leaf, stick, leaf. | | | |
| | Make comparisons | | |
| | between objects | | |
| | relating to size, | | |
| | length, weight and | | |
| | capacity. | | |
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Understanding the World

3 – 4 Year Olds Understanding the World:

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.

Area

- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.

Autumn 1

- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Autumn 2

| Understanding | Begin to make sense | Talk about what | Know that there are | Plant seeds and care | Understand the key | Explore how things |
|---------------|--|------------------------------------|---|--|--|---|
| the World | of their own life-story and family's history. | they see, using a wide vocabulary. | different countries in the world and talk | for growing plants. | features of the life cycle of a plant | work. |
| | Use all their senses in | Show interest in | about the | Understand the key features of the life | and an animal. | Explore and talk about the forces |
| | hands-on exploration | different | differences they have experienced or | cycle of a plant and | Begin to | they can feel. |
| | of natural materials. | occupations. | seen in photos. | an animal. | understand the need to respect | Know that there |
| | Explore collections of materials with similar and/or different properties. | | | Begin to understand the need to respect and care for the | and care for the natural environment and all living things | are different countries in the world and talk about the |
| | Talk about the differences between materials and changes they notice. | | | natural environment and all living things. | 0 0 | differences they have experienced or seen in photos. |

Spring 1

Spring 2

Summer 1

Summer 2

Expressive Arts and Design

3-4 Year Olds Expressive Arts and Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Beain 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.
- Explore different materials freely, 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-mixina.
- 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.

| Area | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------|--|---|--|--|--|---|
| Expressive Arts & Design | Take part in simple pretend play, using an object to represent something else even though they are not similar. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). | Explore different materials freely, 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. Respond to what they have heard, expressing their | 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. | Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Play instruments with increasing control to express their feelings and ideas. Create their own songs or improvise a song around one they know. | 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. thoughts and feelings. | | |
|--|--|--|
|--|--|--|