



Hazlemere Church of England
EYFS Progression of Skills



NURSERY				
Progression of Personal, Social and Emotional Development				
	TERM 1	TERM 2	TERM 3	Goals
Building Relationships	<ul style="list-style-type: none"> • Can separate from their close carers • Explores new situations with support and encouragement from another familiar adult • Builds relationships with special people but may show anxiety in the presence of strangers • To engage through gesture and gaze. • To notice and ask about difference, e.g., skin colour. • To begin to develop friendships with others. • To enjoy playing alone, alongside and with others. 	<ul style="list-style-type: none"> • Begin to see themselves as part of a community • Has a developing sense of responsibility, e.g., at tidy up time. • More confident in social situations. • Seek out companionship with adults and other children, sharing experiences and play ideas • Enjoys playing alone, alongside and with others. • Invites others to play • Attempts to join in others' play. 	<ul style="list-style-type: none"> • Become more confident and outgoing with unfamiliar and changes in routine. • Begin to see themselves as part of a community • Has a developing sense of responsibility, e.g., at tidy up time. • To enjoy playing alone, alongside and with others. • To invite others to play • Attempts to join in others' play. • Uses their experiences of adult behaviours to guide their social relationships and interactions • Plays with one other or more children, extending and elaborating ideas. • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it • To begin to work in a team or group. 	<ul style="list-style-type: none"> • Develops appropriate ways of being assertive. • With adult support talks with others to solve conflicts. Talks about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Plays with one or more other children, extending and elaborating play ideas. • Understands gradually how others might be feeling.
Managing Self	<ul style="list-style-type: none"> • Play with increasing confidence. • Grow in independence – "Me do it." • Have high levels of wellbeing and involvement. • Show a sense of autonomy through asserting their ideas and preferences and making choices and decisions • Begin to understand that actions have consequences but not always the consequences the child hopes for • To use the toilet with support and increasing independence. 	<ul style="list-style-type: none"> • Self-select activities and seek help if necessary. • Have high levels of wellbeing and involvement. • Grow in independence – "Me do it." 	<ul style="list-style-type: none"> • Self-select activities and seek help if necessary. • Have high levels of wellbeing and involvement. • Grow in independence – "Me do it." • Enjoys a sense of belonging through being involved in daily tasks • Sensitive to others' messages of appreciation or criticism • Can wash and can dry hands effectively and understands why this is important • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom 	<ul style="list-style-type: none"> • Selects and uses activities and resources, with help when needed. • Develops their sense of responsibility and membership of a community. • Becomes more outgoing with unfamiliar people, in the safe context of their setting. • Shows more confidence in new social situations. • Is increasingly independent in meeting their own care needs. • Makes healthy choices about food, drink, activity and tooth brushing. • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help
Self-Regulation	<ul style="list-style-type: none"> • To seek comfort from familiar adults when needed • To be calmed by a familiar adult. • To find ways to calm themselves, for example distracting themselves with a comfort object when upset • To express a range of emotions. • To begin to have a sense of who they are. • To begin to self-regulate during transition times but may struggle. • To begin to show 'effortful control', beginning to wait rather than grab. • To recognise that some actions can hurt or harm others and begin to stop themselves from doing something they should not do, in favourable conditions • To respond to the feelings of others, showing concern and offering comfort 	<ul style="list-style-type: none"> • To begin to explore a range of emotions. • To express a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt • To begin to sort out minor conflicts and begin to accept that not everyone can be chosen. • To be increasingly able to follow rules and not always need to be reminded of the rules by an adult. • To talk about how they feel. • To begin to understand how others are feeling. • To begin to show 'effortful control', beginning to wait rather than grab. 	<ul style="list-style-type: none"> • To begin to sort out minor conflicts and begin to accept that not everyone can be chosen. • To begin to solve conflicts. • To be increasingly able to follow rules and not always need to be reminded of the rules by an adult. • To recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings • To talk about how they feel. • To begin to understand how others are feeling. • To respond according to their understanding of the other person's needs and wants 	<ul style="list-style-type: none"> • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions • Finds solutions to conflicts with adult support. • Increasingly follow rules, understanding why they are important. • Remembers rules without needing an adult to remind them. • Develops appropriate ways of being assertive. • With adult support talks with others to solve conflicts. Talks about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling • Willing to try a range of different textures and tastes and expresses a preference. • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath • Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important



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EYFS Progression of Skills



RECEPTION					
Progression of Personal, Social and Emotional Development					
	BASELINE	AUTUMN	SPRING	SUMMER	ELGS
Making Relationships	<ul style="list-style-type: none"> Develops appropriate ways of being assertive. With adult support talks with others to solve conflicts. Talks about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Plays with one or more other children, extending and elaborating play ideas. Understands gradually how others might be feeling. 	<ul style="list-style-type: none"> Develops particular friendships with other children, Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations. Build constructive and respectful relationships Makes and maintains friendships 	<ul style="list-style-type: none"> See themselves as a valuable individual Express their feelings and consider the feelings of others Takes steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support 	<ul style="list-style-type: none"> Understands different points of view and uses these to challenge their own and others' thinking. Increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. Proactive in seeking adult support and able to articulate their wants and needs. 	<p>Building Relationships ELG</p> <p>Work and play cooperatively and take turns with others;</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>
Managing Self	<ul style="list-style-type: none"> Selects and uses activities and resources, with help when needed. Develops their sense of responsibility and membership of a community. Becomes more outgoing with unfamiliar people, in the safe context of their setting. Shows more confidence in new social situations. Is increasingly independent in meeting their own care needs. Makes healthy choices about food, drink, activity and tooth brushing. Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help Increasingly independent in putting on and taking off simple clothing items such as hats, unzipped jackets, wellington boots 	<ul style="list-style-type: none"> Develop understanding of rules without needing an adult to remind them, understanding why they are important Show resilience and perseverance in the face of challenge Be increasingly independent in meeting their own care needs To want to be increasingly independent, e.g. dressing and undressing. To self-select things that they want to use. Describes a range of different food textures and tastes when cooking Can initiate and describe playful actions or movements for other children to mirror and follow Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important Usually dry and clean during the day Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health 	<ul style="list-style-type: none"> Manage their own needs Be independent in meeting their own care needs Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms Shows confidence in choosing resources and perseverance in carrying out a chosen activity Eats a healthy range of foodstuffs and understands need for variety in food Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others Shows understanding of how to transport and store equipment safely 	<ul style="list-style-type: none"> Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group Has a clear idea about what they want to do in their play and how they want to go about it 	<p>Managing Self ELG</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
Self-Regulation	<ul style="list-style-type: none"> Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions Finds solutions to conflicts with adult support. Increasingly follow rules, understanding why they are important. Remembers rules without needing an adult to remind them. Develops appropriate ways of being assertive. With adult support talks with others to solve conflicts. Talks about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling 	<ul style="list-style-type: none"> Understand their own and other people's feelings, offering empathy and comfort Express their feelings appropriately Manage their feelings and tolerate situations in which their wishes cannot be met Seek support in new or challenging situations. Be aware of behavioural expectations and sensitive to ideas of justice and fairness Develop appropriate ways to be assertive Talk with others to solve conflicts with support from an adult 	<ul style="list-style-type: none"> Talk about their own and others' feelings and behaviour and its consequences Identify and moderate their own feelings socially and emotionally Think about the perspectives of others Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad 	<ul style="list-style-type: none"> Attempt to repair a relationship or situation where they have caused upset Understand how their actions impact other people. Seek ways to manage conflict, for example through holding back, sharing, negotiation and compromise 	<p>Self-Regulation ELG</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>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.</p>



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NURSERY				
Progression of Communication and Language Development				
	TERM 1	TERM 2	TERM 3	Goals
Listening, Attention and Understanding	<ul style="list-style-type: none"> Focus for a while although can be easily distracted. Concentrate intently on an activity of their own choosing for a short period. Engage in pretend play. Understand and act on longer sentences. Listen to a simple story with the help of pictures. Single channelled attention; can shift to a different task if attention fully obtained – using child’s name helps focus. Shows interest in play with sounds, songs and rhymes Identifies action words by following simple instructions 	<ul style="list-style-type: none"> Listens to others in one-to-one or small groups, when conversation interests them Understands simple questions: who, what, where but generally not why. Understands simple sentences. Listens to a simple story with the help of pictures. Understands and acts on longer sentences. Respond to 2 step instructions, e.g., “Pick up the blocks and put them in the box.” Understands use of objects (e.g. <i>Which one do we cut with?</i>) 	<ul style="list-style-type: none"> To know lots of stories. To retell a longer story. To enjoy longer stories with increasing attention and recall. To pay attention although may find it difficult to pay attention to more than one thing at a time. Listens to others in one-to-one or small groups, when conversation interests them Follows simple instructions. Shows an understanding of prepositions such as under, on top or behind by carrying out an action or selecting correct picture. Responds to instructions with more elements Beginning to understand <i>why</i> and <i>how</i> questions 	<p>Enjoys listening to longer stories and can remember much of what happens.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Focusing attention – can still listen or do, but can change their own focus of attention</p> <p>Understands a question or instruction that has two parts.</p> <p>Understands ‘why’ questions.</p>
Speaking	<ul style="list-style-type: none"> Try speaking to an adult although may become frustrated when they cannot make themselves understood. • Start to say how they feel using simple words and actions/gestures. Use speech sounds m, n, p, b, t, d, f, s, w, y, h but may still be learning to pronounce l,r, sh, and have difficulty with words like ‘banana Holds a conversation, jumping from topic to topic Learns new words rapidly and is able to use them in communicating Uses a variety of questions (e.g. <i>what, where, who</i>) Uses longer sentences (e.g. <i>Mummy gonna work</i>) Beginning to use word endings (e.g. <i>going, cats</i>) 	<ul style="list-style-type: none"> Use a wider range of words. Sing a lot of songs. Start a conversation. Join in with repeated refrains in rhymes and stories. Able to use language in recalling past experiences Can retell a simple past events in correct order (e.g. <i>went down slide, hurt finger</i>) Try and use the correct tense although may muddle them up, e.g., “I bringed a bag.” 	<ul style="list-style-type: none"> Use a wider range of words. Sing a range of songs. Use longer sentences of 4-6 words. Express their point of view. Start a conversation. Use words to problem-solve and organise their thoughts. Join in with repeated refrains in rhymes and stories. Beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i>) Use talk to explain what is happening and anticipate what might happen next Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i> Beginning to use a range of tenses (e.g. <i>play, playing, will play, played</i>) <p><i>Continues to make some errors in language (e.g. “runned”) and will absorb and use language they hear around them in their community and culture</i></p> <ul style="list-style-type: none"> Uses intonation, rhythm and phrasing to make the meaning clear to others 	<p>Sings a large repertoire of songs.</p> <p>Knows many rhymes.</p> <p>Is able to talk about familiar books and is able to tell a long story.</p> <p>May continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>Is starting to say some phonemes and multi-syllabic words.</p> <p>Talks more extensively about things that are of particular importance to them</p> <p>Builds up vocabulary that reflects the breadth of their experiences</p> <p>Uses talk in pretending that objects stand for something else in play, e.g. <i>This box is my castle</i></p>



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RECEPTION

Progression of Communication and Language Development

	BASELINE	AUTUMN	SPRING	SUMMER	ELGS
Listening, Attention and Understanding	<p>Enjoys listening to longer stories and can remember much of what happens.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Focusing attention – can still listen or do, but can change their own focus of attention</p> <p>Understands a question or instruction that has two parts.</p> <p>Understands ‘why’ questions.</p>	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important • Learn new vocabulary • Engage in story times • Listen carefully to rhymes and songs, paying attention to how they sound • Engage in non-fiction books • Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity 	<ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them • Listen to and talk about stories to build familiarity and understanding • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words • Learn rhymes, poems and songs • Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> • May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span 	<p>Listening, Attention and Understanding ELG</p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
Speaking	<p>Sings a large repertoire of songs.</p> <p>Knows many rhymes.</p> <p>Is able to talk about familiar books and is able to tell a long story.</p> <p>May continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>Is starting to say some phonemes and multi-syllabic words.</p> <p>Talks more extensively about things that are of particular importance to them</p> <p>Builds up vocabulary that reflects the breadth of their experiences</p> <p>Uses talk in pretending that objects stand for something else in play, e.g. <i>This box is my castle</i></p> <ul style="list-style-type: none"> • Start a conversation with an adult or a friend and articulate ideas by drawing on own experiences, make relevant comments 	<ul style="list-style-type: none"> • Use new vocabulary regularly throughout the day and embed over time • Connect one idea or action to another using a range of connectives • Understands a range of complex sentence structures including negatives, plurals and tense markers • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words 	<ul style="list-style-type: none"> • Describe events in some detail • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen • Develop social phrases and use in context • Use new vocabulary in different contexts • Articulate their ideas and thoughts in well-formed sentences • Listens and responds to ideas expressed by others in conversation or discussion • Understands and uses questions such as <i>who; why; when; where</i> and <i>how</i> automatically in their play and conversations. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events • Introduces a storyline or narrative into their play. 	<ul style="list-style-type: none"> • Beginning to understand humour, e.g. nonsense rhymes, jokes • Able to follow a story without pictures or props • Uses language to imagine and recreate roles and experiences in play situations • Links statements and sticks to a main theme or intention 	<p>Speaking ELG</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>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.</p>



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NURSERY				
Progression of Physical Development				
	TERM 1	TERM 2	TERM 3	Goals
Gross Motor	<ul style="list-style-type: none"> Independently use a range of appropriate resources (crawl in tunnels, use Lego etc). Run, jump, climb and begin to use stairs independently. Sit on push-along toys, scooters and trikes. Develop their manipulation and control, exploring different tools and materials. Runs safely on whole foot Moves in response to music 	<ul style="list-style-type: none"> To know that their playing is developing their body, "Biggest bendy bits to smallest." To begin to throw and release objects overarm. To walk a greater distance. To roll, crawl, jump and run. To use large movements, e.g. with ribbons. To work with others, e.g., to move a big box. Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles 	<ul style="list-style-type: none"> To developing their proprioception and control of their body - body movements, use of space and fundamental movement abilities. Develop their movements to balance and ride. Climb using alternate feet, including climbing stairs. Balance on one leg, momentarily. Hop, skip and climb. Increasingly remember a sequence of movements related to rhythm and rhyme. Grasp and release with two hands to throw and catch a large ball, beanbag or an object Can balance on one foot or in a squat momentarily, shifting body weight to improve stability 	<p>Walks down steps or slopes whilst carrying a small object, maintaining balance and stability</p> <p>Continues to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Goes up steps and stairs, or climbs up apparatus, using alternate feet.</p> <p>Skips, hops, stands on one leg and holds a pose for a game like musical statues.</p> <p>Uses large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Starts taking part in some group activities which they make up for themselves or in teams.</p> <p>Is increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Matches their developing physical skills to tasks and activities in the setting.</p> <p>Collaborates with others to manage large items such as moving a long plank safely or carrying large hollow blocks.</p>
Fine Motor	<ul style="list-style-type: none"> Developing hand/eye coordination. To develop their manipulation and control, exploring different tools and materials. Picks up objects with a Palmer Grip. To sit comfortably and hold scissors in their preferred hand. To open and close the scissors smoothly with no paper to cut. 	<ul style="list-style-type: none"> To develop their shoulder, elbow and wrist pivot. To create lines and circles, pivoting from the shoulder and elbow. To use large and small motor skills to do things independently - zips, buttons, pour drinks etc. To have explored Dough Gym to include low-load control. To point with their first finger, sharing their attention with an adult. To participate in finger and action rhymes. To use one-handed tools and equipment - snipping with scissors with support. To show the 'thumb up' of holding scissors. To experiment with mark making and emergent writing. 	<ul style="list-style-type: none"> To develop their hand/eye coordination. To comfortably hold a pencil, pen or paintbrush. To understand how to use equipment safely. To use one-handed tools and equipment - snipping with scissors independently. To hold mark making tools with thumb and all fingers. To hold the paper when cutting with their non-dominant hand to help and hold the paper that they are cutting. To cut a straight and curved line. To cut a circle, square and complex shape. To have a dominant hand. To arch their palm; have in-hand manipulation fluidity; use thumbs in opposition and have finger isolation. 	<p>Uses one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Uses a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand. Is increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Chooses the right resources to carry out their own plan.</p>



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RECEPTION					
Progression of Physical Development					
	BASELINE	AUTUMN	SPRING	SUMMER	ELGS
Gross Motor	<p>Walks down steps or slopes whilst carrying a small object, maintaining balance and stability</p> <p>Continues to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Goes up steps and stairs, or climbs up apparatus, using alternate feet.</p> <p>Skips, hops, stands on one leg and holds a pose for a game like musical statues.</p> <p>Uses large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Starts taking part in some group activities which they make up for themselves or in teams.</p> <p>Is increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Matches their developing physical skills to tasks and activities in the setting.</p> <p>Collaborates with others to manage large items such as moving a long plank safely or carrying large hollow blocks.</p>	<ul style="list-style-type: none"> • Chooses to move in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, climbing and hopping. • Moving freely and with confidence • Making changes to body shape, position and pace of movement • Progress towards a more fluent style of moving, with developing control and grace • Confidently and safely explore a range of large and small apparatus indoors and outside, alone and in a group 	<ul style="list-style-type: none"> • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming 	<ul style="list-style-type: none"> • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it 	<p>Gross Motor Skills ELG</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Demonstrate strength, balance and coordination when playing</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
Fine Motor	<p>Uses one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Uses a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand. Is increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Chooses the right resources to carry out their own plan.</p>	<ul style="list-style-type: none"> • Shows a preference for a dominant hand • Begins to use anticlockwise movement and retrace vertical lines • Begins to form recognisable letters independently • Uses a pencil and holds it effectively • Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons 	<ul style="list-style-type: none"> • Uses simple tools to effect changes to materials • Handles tools, objects, construction and malleable materials safely and with increasing control and intention. • Develop the foundations of a hand writing style which is fast, accurate and efficient 	<ul style="list-style-type: none"> • Form recognisable letters, most of which are correctly formed 	<p>Fine Motor Skills ELG</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>Begin to show accuracy and care when drawing.</p>



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NURSERY				
Progression of Literacy Development				
	TERM 1	TERM 2	TERM 3	Goals
Comprehension	<ul style="list-style-type: none"> • Enjoy sharing books with adults. • Repeats and uses actions, words or phrases from familiar stories • Ask questions about simple stories. • Touch and handle books and digital devices. • Notice pictures and symbols and begin to recognise what they stand for. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. "Humpty Dumpty sat on a ..." 	<ul style="list-style-type: none"> • Listens to and joins in with stories and poems, when reading one-to-one and in small groups • Have favourite stories, rhymes, songs, poems and jingles they love to share. • React and respond to illustrations, characters and narratives through sharing books, using questions and imaginative play. • Handle a book carefully. • Talk about stories • Recognises familiar words and signs such as own name, advertising logos and screen icons • Looks at, engages with and enjoys print and digital texts independently • Makes up stories, play scenarios, and drawings in response to experiences, such as outings 	<ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Use their memory of story to retell and recount and perform, interpret and invent based on what they have seen and heard. • Increasingly familiar with a storyline and increasingly predict when they work with memorable texts. • Become an oral storyteller and re-enact a text. <i>These skills help them to develop a growing awareness of what is involved for being able to read themselves.</i> • Use picture cues and their understanding of the patterns of language remembered from hearing a book read aloud. • Knows that print carries meaning and, in English, is read from left to right and top to bottom • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) • Handles books and touch screen technology carefully and the correct way up with growing competence • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps 	<p>Understands that print has meaning, it can have different purposes, and we read English text from left to right and from top to bottom and page sequencing.</p> <p>Engages in extended conversations about stories, learning new vocabulary.</p> <p>Begins to be aware of the way stories are structured, and to tell own stories</p> <p>Talks about events and principal characters in stories and suggests how the story might end</p>
Writing	<ul style="list-style-type: none"> • Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. • Add meaning to marks they make. • Make marks to be their name. • Enjoy the sensory experience of making marks. • Distinguish between the marks they make. • Enjoy free drawing. • Copy movements. 	<ul style="list-style-type: none"> • Includes mark making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Add meaning to marks they make, using combinations of lines, circles and curves, or letter-type shapes to write names and words. • Make marks to be their name. • Identify the initial letter of their name. • To begin to make letter type shapes to represent the initial sound of their name. 	<ul style="list-style-type: none"> • Write some of or their entire name. • Write some letters accurately. • Show an interest in words and illustrations in the environment. • Show an interest and begin to make letter type shapes to represent the initial sound of their name and other familiar words. 	<p>Uses some of their print and letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top of the page or writing 'm' for mummy.</p> <p>Writes some or all of their name. Write some letters accurately.</p> <p>Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</p>



Hazlemere Church of England EYFS Progression of Skills



Word Reading	<p>Phonics Environmental sounds</p> <ul style="list-style-type: none"> • Listen to and identify environmental sounds • Use the voice to sing at different volumes Guess and make animal noises <p>Instrumental sounds</p> <ul style="list-style-type: none"> • Listen to and identify instrumental sounds • Remember and repeat rhythms • Copy loud and quiet sounds • Listen attentively. • Explore and experiment with sounds and words. • Distinguishing between different sounds in the environment and sounds in words(phonemes). • To sing songs independently. • To enjoy songs and rhymes. • To notice some print. • To enjoy rhythmic and musical activities. • To play percussion instruments. 	<p>Phonics Body percussion</p> <ul style="list-style-type: none"> • Perform songs with actions • Identify body sounds • Use the voice to make sounds Move the body in response to an instrument <p>Rhythm, rhyme & alliteration</p> <ul style="list-style-type: none"> • Join in with story phrases and perform actions • Move in time to a beat • Continue a rhyming string • Recognise some initial sounds, e.g. box /b/ Identify people or objects beginning with a given sound • To develop understanding of rhyme and alliteration and the rich rhythm of stories. • To discriminate phonemes. • To talk about and join in with stories, poems, rhymes and new vocabulary. • To be a 'beginner reader' – <i>they may not access print independently and need to be immersed in a language rich environment, exploring different texts and beginning to develop their understanding of the skills they need to read and begin to see that there are different strategies they can use as they develop their reading skills.</i> • Enjoy sharing new stories, rhymes and poems - texts, rhymes and poems will be an integral part of their time in Nursery. • Begin to understand the 5 Key concepts of print: <ol style="list-style-type: none"> 1. Print has meaning; 2. Print can have different purposes; 3. We read English text from left to right and from top to bottom; 4. The names of the different parts of a book; 5. The page sequencing 	<p>Phonics Voice sounds</p> <ul style="list-style-type: none"> • Make sounds with the voice and practise robot talk, e.g. c-a-t • Describe voice sounds, e.g. loud, quiet, high, low Use the voice to add sounds to a story <p>Oral segmenting & blending</p> <ul style="list-style-type: none"> • Understand 'sound talk' words that are segmented, e.g. c-oa-t • Sound out and clap CVC words • Count phonemes in a word, e.g. b-i-g (1, 2, 3) Identify objects with 3 phonemes, e.g. f-i-sh • Show an awareness of rhyme and alliteration. • Reproduce audibly, the phonemes they hear, in order, all through the word. • Use sound-talk to segment words into phonemes. • Begin to orally blend phonemes. • Enjoy sharing new stories, rhymes and poems - texts, rhymes and poems will be an integral part of their time in Nursery. • Understand the 5 Key concepts of print: <ol style="list-style-type: none"> 1. Print has meaning; 2. Print can have different purposes; 3. We read English text from left to right and from top to bottom; 4. The names of the different parts of a book; 5. The page sequencing. • Be immersed in Phase 1 activities of Letters and Sounds and show their phonological awareness by: <ol style="list-style-type: none"> 1. Spotting and suggesting rhymes; 2. Counting/clapping syllables in a word; 3. Recognising words with the same initial sound, e.g., money and Mummy; 4. Having some awareness of rhyme and alliteration; 5 Hearing and saying initial sounds in words. • To know a few core words, letter names and/or sounds, especially any of personal significance. • To have not yet developed the strategies to lift the words off the page. • Over time, to play a more active role in 'reading' 	<p>Develops their phonological awareness, so that they can spot and suggest rhymes.</p> <p>Shows awareness of rhyme and alliteration</p> <p>Recognises rhythm in spoken words, songs, poems and rhymes</p> <p>Claps or taps the syllables in words during sound play</p> <p>Hears and says the initial sound in words</p>
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Hazlemere Church of England
EYFS Progression of Skills



RECEPTION					
Progression of Literacy Development					
	BASELINE	AUTUMN	SPRING	SUMMER	ELGS
Comprehension	<ul style="list-style-type: none"> Understands that print has meaning, it can have different purposes, and we read English text from left to right and from top to bottom and page sequencing. Engages in extended conversations about stories, learning new vocabulary. Begins to be aware of the way stories are structured, and to tell own stories Talks about events and principal characters in stories and suggests how the story might end 	<ul style="list-style-type: none"> Asks questions about stories Repeat words and phrases from familiar stories Repeat new vocabulary in a context of a story Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone Recall and discuss stories or information that has been read to them, or they have read themselves 	<ul style="list-style-type: none"> Answer questions about a text that has been read to them Begin to predict what might happen next in a story Begin to use modelled vocabulary during role play for example in the Small World Re-enacts and reinvents stories they have heard in their play Seeks familiar texts or stories to re-read in the book area Requests favourite stories and poems Knows that information can be retrieved from books, computers and mobile digital devices 	<ul style="list-style-type: none"> Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Describes main story settings, events and principal characters in increasing detail Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their knowledge of language structure, subject knowledge and illustrations to interpret the text 	<p>Comprehension ELG</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate – where appropriate – key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
Writing	<p>Uses some of their print and letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top of the page or writing 'm' for mummy.</p> <p>Writes some or all of their name. Write some letters accurately.</p> <p>Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</p>	<ul style="list-style-type: none"> Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology Spell words by identifying the sounds and then writing the sound with letter/s Copy full name from a name label Write initial sound heard in the word Begins to break the flow of speech into words, to hear and say the initial sound in words 	<ul style="list-style-type: none"> Segment the sounds in words and blend them together Uses their developing phonic knowledge to write things such as labels and captions Form lowercase letters and capital letters correctly Phonemes are identified correctly by child and written in words 	<ul style="list-style-type: none"> Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats later progressing to simple sentences 	<p>Writing ELG</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others.</p>



Hazlemere Church of England EYFS Progression of Skills



Word Reading	<p>Develops their phonological awareness, so that they can spot and suggest rhymes.</p> <p>Shows awareness of rhyme and alliteration</p> <p>Recognises rhythm in spoken words, songs, poems and rhymes</p> <p>Claps or taps the syllables in words during sound play</p> <p>Hears and says the initial sound in words</p>	<ul style="list-style-type: none"> • Develop their phonological and phonemic awareness to: <ul style="list-style-type: none"> → Count or clap syllables in a word → Recognise words with the same initial sound → Begin to read individual letters by saying the sounds for them → Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences → Begin to read CVC words containing known letter-sound correspondences • Continues a rhyming string and identifies alliteration • Starts to link sounds to letters, naming and sounding the letters of the alphabet 	<ul style="list-style-type: none"> • Develop their phonological awareness to: <ul style="list-style-type: none"> → Spot rhymes in familiar stories and poems → Be able to complete a rhyming string → Begin to use sound buttons to identify how many sounds are in a word • Can supply words with the same initial sound. • Recognise all taught phonemes from ELS Phase 2 and 3 including some digraphs • Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences • Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example • Begins to read some high frequency words. • Use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences 	<ul style="list-style-type: none"> • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words. • Recognise and use all taught phonemes from ELS Phase 2 and 3. • Blend sounds into words, so that they can read ccvc, cvcc words and words of more than 1 syllable. • Read books with increasing fluency, rereading to clarify understanding when appropriate 	<p>Word Reading ELG Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
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Hazlemere Church of England
EYFS Progression of Skills



NURSERY				
Progression of Mathematical Development				
	TERM 1	TERM 2	TERM 3	Goals
Number	<ul style="list-style-type: none"> Combine objects. Take part in finger number rhymes. React to changes in a group up to 3. Show counting like behaviour. Begins to say numbers in order, some of which are in the right order (ordinality) Count in everyday contexts but may miss out or muddle number sequences. Beginning to count on their fingers. Notice numbers around them, both inside and out. Develop an awareness of numbers through rhymes and in their surroundings. Maybe enjoy counting verbally as far as they can go. Beginning to compare and recognise changes in numbers of things, using words like <i>more</i>, <i>lots</i> or <i>same</i> 	<ul style="list-style-type: none"> Give 2 or 3 objects from a group. Begin to count on their fingers. Point or touch each item, saying one number for each item, using the stable order 1, 2, 3, 4, 5. Begin to recognise numerals 0-10. Solve everyday problems to 5. Recite numbers beyond 5. Have fast recognition of up to 3 objects. Begin to understand that each counting number is one more than the one before. Begin to compare two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. <i>You've got two, I've got two. Same!</i> May enjoy counting verbally as far as they can go Uses some number names and number language within play, and may show fascination with large numbers 	<ul style="list-style-type: none"> Compare groups of up to 5 objects. Show finger numbers to 5. Know the 'cardinal principle' - the last number reached when counting tells them how many there are in total. Link numerals and amounts, e.g., show 4 fingers. Experiment with their own marks for numbers. Through play and exploration, beginning to learn that bigger numbers are made up (composed) of smaller numbers Begin to use their understanding of numbers to solve everyday problems - in play and meaningful activities. Separate a group of objects in different ways and know that the total is still the same. Understand the 'order relevance' principle that the order they count the objects in is irrelevant; there will still be the same number. Subitises one, two and three objects (without counting) Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) 	<ul style="list-style-type: none"> Develops fast recognition of up to 3 objects, without having to count them individually (subitising). Recites numbers past 5. Says one number for each item in order: 1,2,3,4,5. Knows that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Shows 'finger numbers' up to 5. Links numerals and amounts, e.g. showing the right number of objects to match the numeral, up to 5. Compares quantities using language: 'more than', 'fewer than'. Explores using a range of their own marks and signs to which they ascribe mathematical meanings Beginning to use understanding of number to solve practical problems in play and meaningful activities Beginning to recognise that each counting number is one more than the one before Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same
Numerical Patterns	<ul style="list-style-type: none"> Note patterns. Show an interest in patterns, songs and rhymes Joins in and anticipates repeated sound and action patterns 	<ul style="list-style-type: none"> Begin to predict what might happen in a predictable situation. Talk about patterns around them. Join in with simple patterns in rhymes, games, dances, stories and predict what may come next. 	<ul style="list-style-type: none"> Extend a simple ABABAB pattern. Notice and correct an error in a simple pattern. Explore repeating patterns in everyday objects. 	<ul style="list-style-type: none"> Talks about and identifies the patterns around them, e.g. stripes on clothes, designs on rugs and wallpaper. Uses informal language like 'pointy', 'spotty', 'blobs', etc. Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) Notifies and corrects an error in a repeating pattern. Begins to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Creates their own spatial patterns showing some organisation or regularity Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next
Shape, Space and Measure	<ul style="list-style-type: none"> Have some spatial awareness, e.g., climbing into a space, doing a puzzle. Enjoy exploring spaces around them. Begin to put objects inside each other. Use their body to explore spaces. Begin to know their way around familiar environments. Explore shapes around them in their play. Choose puzzle pieces and try to fit them in. Make simple constructions. Explores differences in size, length, weight and capacity 	<ul style="list-style-type: none"> Respond to spatial and positional language. Explore how things look from different views, points, near and far. Explore different shapes and sizes. Recognise when two shapes are the same. Compare sizes. Compare amounts and use words like 'lots' and 'more'. Explore the difference in weight, length, size and capacity. Attempt to make arches and enclosures in their play with construction sets. Begin to anticipate times of the day. Use items based on their shape for use in their play. Respond to common shape names. Select appropriate shapes for building Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes Predicts, moves and rotates objects to fit the space or create the shape they would like 	<ul style="list-style-type: none"> Respond to and use the language of direction. Use position. Describe a familiar route. Use words like 'in front of' and 'behind'. Responds to both informal language and common shape names Talk about and explore 2D and 3D shapes, talk about their names and some properties. Shows awareness of shape similarities and differences between objects Combine shapes in play. In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items Compare quantities and use language like 'more than'. Compare objects, size, length, weight and capacity. Begin to describe a sequence of events, real or fictional using words like first... next... etc. Recall the sequence of events in everyday life and stories. 	<ul style="list-style-type: none"> Talks about and explores 2D and 3D shapes using informal and mathematical language, e.g. 'sides', 'corners'; 'straight', 'flat', 'round'. Understands position through words alone, e.g. "The bag is under the table," – with no pointing. Describes a familiar route. Discusses routes and locations, using words like 'in front of' and 'behind'. Makes comparisons between objects relating to size, length, weight and capacity. Selects shapes appropriately, e.g. flat surfaces for building, a triangular prism for a roof, etc. Combines shapes to make new ones, e.g. an arch, a bigger triangle, etc. Recalls a sequence of events in everyday life and stories



Hazlemere Church of England
EFYS Progression of Skills



RECEPTION

Progression of Mathematical Development

	BASELINE	AUTUMN	SPRING	SUMMER	ELGS
Number	<ul style="list-style-type: none"> Develops fast recognition of up to 3 objects, without having to count them individually (subitising). Recites numbers past 5. Says one number for each item in order: 1,2,3,4,5. Knows that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Shows 'finger numbers' up to 5. Links numerals and amounts, e.g. showing the right number of objects to match the numeral, up to 5. Compares quantities using language: 'more than', 'fewer than'. Explores using a range of their own marks and signs to which they ascribe mathematical meanings Beginning to use understanding of number to solve practical problems in play and meaningful activities Beginning to recognise that each counting number is one more than the one before Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same 	<ul style="list-style-type: none"> Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item Join in and sing counting songs and number rhymes Listen to and enjoy stories that involve counting Estimates numbers of things, showing understanding of relative size, before counting Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Engages in subitising numbers to four and maybe five Matches the numeral with a group of items to show how many there are (up to 10) 	<ul style="list-style-type: none"> Uses number names and symbols when comparing numbers, showing interest in large numbers Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-" In practical activities, adds one and subtracts one with numbers to 10 Look at small quantities in familiar patterns – for example a dice – and random arrangements, saying how many they can see Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three Use 5 frames and 10 frames to become familiar with the tens structure of the number system Talk about how many spaces are filled or unfilled Link the number symbol (numeral) with its cardinal number value Composition to 5 Counts out up to 10 objects from a larger group. 	<ul style="list-style-type: none"> Composition to 10 Uses number names and symbols when comparing numbers, showing interest in large numbers Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects Conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three 	<p>Have a deep understanding of number 10, including the composition of each number</p> <p>Subitise (recognise quantities without counting) up to 5</p> <p>Automatically recall – without reference to rhymes, counting or other aids – number bonds up to 5.</p> <p>Recall some number bonds to 10, including doubling facts</p>
Numerical Patterns	<ul style="list-style-type: none"> Talks about and identifies the patterns around them, e.g. stripes on clothes, designs on rugs and wallpaper. Uses informal language like 'pointy', 'spotty', 'blobs', etc. Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) Notices and corrects an error in a repeating pattern. Begins to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Creates their own spatial patterns showing some organisation or regularity Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next 	<ul style="list-style-type: none"> Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to' and start to notice patterns within them e.g. matching and pairing 	<ul style="list-style-type: none"> Understand the 'one more than/one less than' relationship between consecutive numbers Count beyond 10, noticing patterns within the structure of counting Distribute items evenly from a group e.g. sharing 	<ul style="list-style-type: none"> Enjoys reciting numbers from 0 to 20 (and beyond) and back from 20 to 0 	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>



Hazlemere Church of England EYFS Progression of Skills



Shape, Space and Measure	<ul style="list-style-type: none"> • Talks about and explores 2D and 3D shapes using informal and mathematical language, e.g. 'sides', 'corners'; 'straight', 'flat', 'round'. • Understands position through words alone, e.g. "The bag is under the table," – with no pointing. • Describes a familiar route. • Discusses routes and locations, using words like 'in front of' and 'behind'. • Makes comparisons between objects relating to size, length, weight and capacity. • Selects shapes appropriately, e.g. flat surfaces for building, a triangular prism for a roof, etc. • Combines shapes to make new ones, e.g. an arch, a bigger triangle, etc. • Recalls a sequence of events in everyday life and stories 	<ul style="list-style-type: none"> • Spots patterns in the environment, beginning to identify the pattern "rule" • Creates their own spatial patterns showing some organisation or regularity • Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next • Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) • Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), • Investigates turning and flipping objects in order to make shapes fit and create models; • Select, rotate and manipulate shapes in order to develop spatial reasoning skills through play exploration • Becomes familiar with measuring tools in everyday experiences and play 	<ul style="list-style-type: none"> • Compare length, height, weight and capacity • Continue, copy and create repeating patterns • Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat • Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints • May enjoy making simple maps of familiar and imaginative environments, with landmarks • Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes • Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes • Is increasingly able to order and sequence events using everyday language related to time • Beginning to experience measuring time with timers and calendars 	<ul style="list-style-type: none"> • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can • Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) • Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build • Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy 	N/A
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Hazlemere Church of England
EYFS Progression of Skills



NURSERY				
Understanding the World				
	TERM 1	TERM 2	TERM 3	Goals
Past and Present	<ul style="list-style-type: none"> To begin to make sense of their own life-story and family history. To enjoy playing with small world, building on their first-hand experiences. 	<ul style="list-style-type: none"> To begin to make sense of their own life-story and family history. To enjoy playing with small world, building on their first-hand experiences. 	<ul style="list-style-type: none"> To enjoy playing with small world, building on their first-hand experiences. To know there are different countries in the world and talk about the differences they have experienced or seen in photos. To comment and ask questions about their world such as the place where they live. 	<p>Begins to make sense of their own life story and family's history.</p> <p>Shows interest in different occupations and how they have changed over time.</p> <p>Explores how things work.</p>
People and Communities	<ul style="list-style-type: none"> Enjoys looking at photographs of themselves and other familiar people. Has a sense of own immediate family and relations and pets To make connections between the features of their family and other families Notices differences between people In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird To be curious and show an interest in stories about people or animals. Beginning to have their own friends. 	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them Recognises and describes special times or events for family or friends 	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines Remembers and talks about significant events in their own experience Developing a positive attitude about the differences between people. Knows there are different countries in the world and talk about the differences they have experienced or seen in photos. Comments and asks questions about their world such as the place where they live. Shows an interest in different occupations. 	<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p>Continues developing positive attitudes about the differences between people.</p> <p>Knows that there are different countries in the world and talks about the differences they have experienced or seen in photos.</p>
The Natural World	<ul style="list-style-type: none"> Explores and respond to their environment, natural phenomena and natural materials. Uses their senses to explore. Explore materials. Talk about what they see using a wide vocabulary Notices detailed features of objects in their environment Can talk about some of the things they have observed such as plants, animals, natural and found objects 	<ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Talk about what they see using a wide vocabulary. Knows that things can be used in different ways. Talks about some of the things they have observed such as plants, animals and natural objects. Talks about materials and changes they notice. 	<ul style="list-style-type: none"> Shows care and concern for living things and the environment Plants and cares for seeds and plants. Understands the life-cycle of a plant and animal. Talks about materials and changes they notice. Begins to understand the need to respect and care for the world. Explores and talks about why things happen and how things work Developing an understanding of growth, decay and changes over time Explores and talks and about different forces they can feel. 	<p>Begin to understand the effect their behaviour can have on the environment</p> <p>Begins to understand the need to respect and care for the natural environment and all living things.</p> <p>Uses all their senses in hands-on exploration of natural materials.</p> <p>Explores collections of materials with similar and/or different properties.</p> <p>Talks about the differences between materials and changes they notice.</p> <p>Talks about what they see, using a wide vocabulary.</p> <p>Plants seeds and cares for growing plants.</p> <p>Understands the key features of the life cycle of a plant and an animal.</p> <p>Explores and talks about different forces they can feel</p>
Technology	<ul style="list-style-type: none"> Seeks to acquire basic skills in turning on and operating some digital equipment Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car 	<ul style="list-style-type: none"> Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images 	<ul style="list-style-type: none"> Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support 	<p>Knows that information can be retrieved from digital devices and the internet</p> <p>Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels</p>



Hazlemere Church of England
EYFS Progression of Skills



RECEPTION

Progression in Understanding the World

	BASELINE	AUTUMN	SPRING	SUMMER	ELGS
Past and Present	<p>Begins to make sense of their own life story and family's history.</p> <p>Shows interest in different occupations and how they have changed over time.</p> <p>Explores how things work.</p>	<ul style="list-style-type: none"> • Talks about past and present events in their own life and in the lives of family members • Comment on remembered events e.g. going to the park, birthdays, celebrating a religious festival 	<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past 		<p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>
People, Cultures and Communities	<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p>Continues developing positive attitudes about the differences between people.</p> <p>Knows that there are different countries in the world and talks about the differences they have experienced or seen in photos.</p>	<ul style="list-style-type: none"> • Talk about members of their immediate family and community • Name and describe people who are familiar to them • Being aware of their own traditions/events/elements of religion • Enjoys joining in with family customs and routines • Knows that other children do not always enjoy the same things, and is sensitive to this 	<ul style="list-style-type: none"> • Understand that some places are special to members of their community • Recognise that people have different beliefs and celebrate different times in different ways • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions 		<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps</p>



Hazlemere Church of England EYFS Progression of Skills



The Natural World	<ul style="list-style-type: none"> • Begin to understand the effect their behaviour can have on the environment • Begins to understand the need to respect and care for the natural environment and all living things. • Uses all their senses in hands-on exploration of natural materials. • Explores collections of materials with similar and/or different properties. • Talks about the differences between materials and changes they notice. • Talks about what they see, using a wide vocabulary. • Plants seeds and cares for growing plants. • Understands the key features of the life cycle of a plant and an animal. • Explores and talks about different forces they can feel 	<ul style="list-style-type: none"> • Describe what they see, hear and feel whilst outside • Talks about the features of their own immediate environment and how environments might vary from one another • Makes observations of animals and plants and explains why some things occur, and talks about changes 	<ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them • Recognise some environments that are different to the one in which they live • Draw information from a simple map • Explore the natural world around them • Looks closely at similarities, differences, patterns and change in nature 	<ul style="list-style-type: none"> • Knows about similarities and differences in relation to places, objects, materials and living things 	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>
Technology	<p>Knows that information can be retrieved from digital devices and the internet</p> <p>Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels</p>	<ul style="list-style-type: none"> • Uses ICT hardware to interact with age-appropriate computer software 	<ul style="list-style-type: none"> • Develops digital literacy skills by being able to access, understand and interact with a range of technologies 	<ul style="list-style-type: none"> • Completes a simple program on electronic devices • Can create content such as a video recording, stories, and/or draw a picture on screen • Can use the internet with adult supervision to find and retrieve information of interest to them 	N/A



Hazlemere Church of England
EYFS Progression of Skills



NURSERY				
Progression in Expressive Arts and Design				
	TERM 1	TERM 2	TERM 3	Goals
Creating with Materials	<ul style="list-style-type: none"> Starting to make marks intentionally. Begin to give meaning to the marks they make. Shows a range of emotions in their drawings. Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects Enjoys and responds to playing with colour in a variety of ways, for example combining colours Engages in pretend play. Creates using small world and construction. Uses 3D and 2D structures to explore materials and/or to express ideas 	<ul style="list-style-type: none"> Explores and learns how sounds and movements can be changed Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns Enjoys joining in with moving, dancing and ring games Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home Uses their senses to explore different materials. Responds to their senses. Makes simple models and talk about them. Joins materials and explores textures. Explores colours and colour mixing. 	<ul style="list-style-type: none"> Taps out simple repeated rhythms Develops an understanding of how to create and use sounds intentionally Continues to explore colour and how colours can be changed Begin to develop stories using small world and equipment. Explore using 2D and 3D structures. Freely explore different materials and think about how they may use them. Develop their own ideas. Create closed shapes with continuous lines. To draw with increasing complexity and detail. To use their drawings to represent ideas like movements and loud noises. 	<ul style="list-style-type: none"> Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience Creates closed shapes with continuous lines and begins to use these shapes to represent objects. Draws with increasing complexity and detail such as representing a face with a circle and including details. Uses drawing to represent ideas like movement or loud noises. Shows different emotions in their drawings and paintings like happiness, sadness, fear, etc. Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces Explores different materials freely to develop their ideas about how to use them and what to make. Joins different materials and explores different textures. Develops their own ideas and then decides which materials to use to express them. Uses tools for a purpose Takes part in simple pretend play. Begins to develop stories using small world equipment like animal sets, dolls and dolls houses, etc. Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explores colour and colour mixing.
Being Imaginative and Expressive	<ul style="list-style-type: none"> Uses everyday materials to explore, understand and represent the world – express ideas, interests and fascinations Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively Creates rhythmic sounds and movements To respond emotionally and physically to music. To move and dance to music. To explore their voice. To enjoy songs and rhymes. To explore different sound makers To create sound effects and movements, e.g., the sound of a car. To use words to describe sounds and music. To create sounds in vocal games. To physically interpret the sound of the instrument they are listening to e.g. tiptoes to a xylophone. 	<ul style="list-style-type: none"> Uses movement and sounds to express experiences, expertise, ideas and feelings Experiments and creates movement in response to music, stories and ideas Sings to self and makes up simple songs Creates sounds, movements, drawings to accompany stories To enjoy taking part in action songs. To listen with increased attention to sounds. To enjoy singing songs and rhymes. To physically imitate the actions of the musicians e.g. pretends to play the trombone. To play a range of percussions instruments to accompany a class song. 	<ul style="list-style-type: none"> Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously Plays alongside other children who are engaged in the same theme To a known tune create their own songs. To sing loudly. To 'pitch match'. To play a range of instruments with increasing control, expressing their ideas and feelings/emotions. 	<ul style="list-style-type: none"> Engages in imaginative play based on own ideas or first-hand or peer experiences. Uses available resources to create props or creates imaginary ones to support play Listens with increased attention to sounds. Responds to what they have heard, expressing their thoughts and feelings. Remembers and sings entire songs. Sings the pitch of a tone sung by another person ('pitch match'). Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Creates their own songs or improvises a song around one they know. Plays instruments with increasing control to express their feelings and ideas.



Hazlemere Church of England
EFYS Progression of Skills



RECEPTION

Progression in Expressive Arts and Design

	BASELINE	AUTUMN	SPRING	SUMMER	ELGS
Creating with Materials	<ul style="list-style-type: none"> Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience Creates closed shapes with continuous lines and begins to use these shapes to represent objects. Draws with increasing complexity and detail such as representing a face with a circle and including details. Uses drawing to represent ideas like movement or loud noises. Shows different emotions in their drawings and paintings like happiness, sadness, fear, etc. Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces Explores different materials freely to develop their ideas about how to use them and what to make. Joins different materials and explores different textures. Develops their own ideas and then decides which materials to use to express them. Uses tools for a purpose Takes part in simple pretend play. Begins to develop stories using small world equipment like animal sets, dolls and dolls houses, etc. Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explores colour and colour mixing. 	<ul style="list-style-type: none"> Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking Creates representations of both imaginary and real-life ideas, events, people and objects 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 	<ul style="list-style-type: none"> Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts Create collaboratively, sharing ideas, resources and skills 	<ul style="list-style-type: none"> Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping 	<p>Creating with Materials ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
Being Imaginative and Expressive	<ul style="list-style-type: none"> Engages in imaginative play based on own ideas or first-hand or peer experiences. Uses available resources to create props or creates imaginary ones to support play Listens with increased attention to sounds. Responds to what they have heard, expressing their thoughts and feelings. Remembers and sings entire songs. Sings the pitch of a tone sung by another person ('pitch match'). Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Creates their own songs or improvises a song around one they know. Plays instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> Introduces a storyline or narrative into their play Listen attentively, move to and talk about music, expressing their feelings and responses Watch and talk about dance and performance art, expressing their feelings and responses Match the pitch of a song sung by someone else (echo) Begin to internalise music (can sing a song inside their head) Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences Begins to build a collection of songs and dances 	<ul style="list-style-type: none"> Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative Develop storylines in their play using props 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 Listen for changes in a piece of music Play an instrument to match the structure of the music Keep a steady beat and play along to the song they are singing or listening using body precision or instruments 	<ul style="list-style-type: none"> Responds imaginatively to art works and objects, e.g. <i>this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</i> Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to 	<p>Being Imaginative and Expressive ELG Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>



Hazlemere Church of England
EYFS Progression of Skills



3-5 years RE assessment

Strand		Assessment objective
AT1 Knowledge and Understanding (Learning about)	Developing knowledge and understanding	Listen to and talk about religious stories and respond to what they hear with relevant comments
		Sing songs, make music and dance to express religious stories
		Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories
		Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play
		Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used
		Read and understand simple sentences from scripture or from their own religious stories
		Share religious stories they have heard and read with others
		Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and religious stories
		Write simple sentences about religious stories using phrases or words that can be read by others
		Listen, talk about and role play how people act in a particular way because of their beliefs
Religious and specialist vocabulary	Listen and talk about key figures in the history of the People of God	
	Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions	
AT2 Engagement and Response ('learning from')	Meaning and Purpose	Answer 'how' and 'why' questions about their experiences and in response to religious stories or events
	Beliefs and Values	Show sensitivity to others' needs and feelings
		Talk about how they and others show feelings
		Confidently speak in a familiar group and talk about their ideas
		Express themselves effectively, showing awareness of listeners' needs
		Give their attention to what others' say and respond appropriately
		Talk about their own and others' behaviour and its consequences
		Talk about past and present events in their own lives and in the lives of family members
		Know that other children don't always enjoy and share the same feelings and are sensitive to this.
		Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play.
Decode key religious words appropriate to their age and stage of development		
Use key religious words appropriate to their age and stage of development		