

## **EYFS Skills Progression**

*Spring Term 2023*

### **Early Years Foundation Stage Aims:**

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 have the skills, so that they are ready for school and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and a love of life-long learning.

### **he EYFS seeks to provide:**

<b>Quality and consistency</b>	...in all early years settings, so that every child makes good progress and no child gets left behind
<b>A secure foundation</b>	...through planning for the learning and development of each individual child, assessing and reviewing what they have learnt regularly
<b>Partnership working</b>	...between practitioners and with parents and/or carers
<b>Equality of opportunity</b>	...and anti-discriminatory practice, ensuring every child is included and supported

## **Bledlow Ridge School Progression of Communication and Language (CL)**

<b>Skill: Listening, Attention &amp; Understanding</b>	
<b>Spring 1</b>	<ul style="list-style-type: none"><li>• To ask questions to find out more</li><li>• To begin to understand humour</li><li>• To understand a range of complex sentence structures</li></ul>
<b>Spring 2</b>	<ul style="list-style-type: none"><li>• To retell a story</li><li>• To follow a story without pictures or props</li></ul>

  

<b>Skill: Speaking</b>	
<b>Spring 1</b>	<ul style="list-style-type: none"><li>• To develop the confidence to talk to other adults they see every day</li><li>• To talk in sentences using conjunctions (E.g. and, because)</li></ul>
<b>Spring 2</b>	<ul style="list-style-type: none"><li>• To share and present their learning to the class by standing in front of them</li><li>• To use new vocabulary in different contexts</li><li>• To engage in non-fiction books</li></ul>

## **Bledlow Ridge School Progression of Personal, Social and Emotional Development (PSED)**

<b>Skill: Self-Regulation</b>	
<b>Spring 1</b>	<ul style="list-style-type: none"><li>• To focus during longer whole class learning sessions</li><li>• To follow instructions with two steps</li></ul>
<b>Spring 2</b>	<ul style="list-style-type: none"><li>• To identify and moderate their own feelings socially and emotionally</li><li>• To consider the feelings and needs of others</li></ul>

  

<b>Skill: Managing Self</b>	
<b>Spring 1</b>	<ul style="list-style-type: none"><li>• To begin to show resilience and perseverance in the face of challenge</li><li>• To practise doing up a zipper</li><li>• To practise doing up buttons</li><li>• To practise doing up buckles</li></ul>
<b>Spring 2</b>	<ul style="list-style-type: none"><li>• To develop independence when dressing and undressing for activities such as PE and Forest School</li><li>• To organise their own clothes neatly in a pile and/or placed in a bag</li></ul>

  

<b>Skill: Building Relationships</b>	
<b>Spring 1</b>	<ul style="list-style-type: none"><li>• To begin to work as a group with support</li><li>• To use taught and agreed strategies to support turn taking</li></ul>
<b>Spring 2</b>	<ul style="list-style-type: none"><li>• To listen to the ideas of other children and agree on a solution and compromise</li></ul>

## **Bledlow Ridge School Progression of Physical Development (PD)**

<b>Skill: Gross Motor Skills</b>	
<b>Spring 1</b>	<ul style="list-style-type: none"><li>• To roll and track a ball</li><li>• To develop accuracy when throwing to a target</li><li>• To dribble using hands</li><li>• To throw and catch with a partner</li><li>• To dribble a ball using feet</li><li>• To kick a ball to a target</li></ul>
<b>Spring 2</b>	<ul style="list-style-type: none"><li>• To create short sequences using shapes, balances and travelling actions</li><li>• To balance and safely use apparatus</li><li>• To jump and land safely from a height</li><li>• To develop rocking and rolling</li><li>• To explore travelling around, over and through apparatus</li><li>• To create short sequences linking actions together and including apparatus</li></ul>

  

<b>Skill: Fine Motor Skills</b>	
<b>Spring 1</b>	<ul style="list-style-type: none"><li>• To use a tripod grip when using mark making tools</li><li>• To hold scissors effectively and cut along a curved line</li><li>• To thread small beads</li><li>• To use small pegs</li><li>• To write taught letters using the correct formation</li><li>• To use a hammer and saw</li></ul>
<b>Spring 2</b>	<ul style="list-style-type: none"><li>• To hold scissors effectively and cut out large shapes</li><li>• To write letters using the correct letter formation and control the size of letters</li><li>• To use a hammer, saw and screwdriver</li></ul>

## **Bledlow Ridge School Progression of Literacy (L)**

<b>Skill: Comprehension</b>	
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>• To act out stories</li> <li>• To begin to predict what may happen in the story</li> <li>• To suggest how a story might end</li> </ul>
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>• To retell a story</li> <li>• To follow a story without pictures or props</li> <li>• To talk about the characters in the books they are reading</li> </ul>

  

<b>Skill: Word Reading</b>	
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>• To recognise taught Phase 2 &amp; 3 sounds – s a t p i n m d g o c k c k e u r h b f l ff ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo o oar or ur ow oi ear air er</li> <li>• To recognise taught Phase 2 &amp; 3 Tricky Words – the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure</li> <li>• To read words with double letters</li> <li>• To begin to read longer words</li> <li>• To recognise taught diagraphs in words and blend the sounds together</li> <li>• The read sentences containing Tricky Words and diagraphs</li> <li>• To read books matching their phonics ability</li> </ul>
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>• To recognise taught Phase 2 &amp; 3 sounds – s a t p i n m d g o c k c k e u r h b f l ff ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo o oar or ur ow oi ear air er</li> <li>• To recognise taught Phase 2 &amp; 3 Tricky Words – the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure</li> <li>• To read longer words including those with double letters</li> <li>• To read words with s/z/ in the middle</li> <li>• To read words with -es/z/ at the end</li> <li>• To read words with s/z/ at the end</li> <li>• To read sentences containing Tricky Words and diagraphs</li> <li>• To read books matching their phonics ability</li> </ul>

Skill: Writing	
Spring 1	<ul style="list-style-type: none"> <li>• To form lower case letters correctly</li> <li>• To begin to write sentences using finger spaces</li> <li>• To understand that sentences start with a capital letter and end with a full stop</li> <li>• To spell words using taught sounds</li> <li>• To spell some taught Tricky Words correctly</li> </ul>
Spring 2	<ul style="list-style-type: none"> <li>• To form lower case letters correctly and begin to form capital (upper case) letters</li> <li>• To write sentences using finger spaces and full stops</li> <li>• To spell words using taught sounds</li> <li>• To spell some taught Tricky Words correctly</li> </ul>

## **Bledlow Ridge School Progression of Mathematics (M)**

<b>Skill: Number</b>	
<b>Spring 1</b>	<ul style="list-style-type: none"><li>• To recognise numbers 0 – 8</li><li>• To subitise to 5</li><li>• To find one more of numbers to 8</li><li>• To find one less of numbers to 8</li><li>• To explore the composition of 6, 7 and 8</li><li>• To match the number to quantity</li></ul>
<b>Spring 2</b>	<ul style="list-style-type: none"><li>• To recognise numbers 0 – 10</li><li>• To explore the composition of 9 and 10</li><li>• To practice number bonds to 10</li><li>• To know addition facts to make 5</li><li>• To find one more of numbers to 10</li><li>• To find one less of numbers to 10</li><li>• To estimate a number of objects</li></ul>

  

<b>Skill: Numerical Patterns</b>	
<b>Spring 1</b>	<ul style="list-style-type: none"><li>• To count to 15</li><li>• To count objects to 10</li><li>• To compare quantities to 8</li><li>• To begin to understand the difference between odd and even numbers up to 8</li><li>• To combine two groups of objects</li></ul>
<b>Spring 2</b>	<ul style="list-style-type: none"><li>• To count to 20</li><li>• To compare quantities to 10</li><li>• To explore odd and even numbers</li><li>• To order numbers up to 10</li><li>• To count back from 10</li><li>• To combine two groups of objects</li><li>• To take away objects and count how many are left</li><li>• To find the missing number</li></ul>

Skill: Shape, Space & Measure	
Spring 1	<ul style="list-style-type: none"> <li>• To order objects by height and length</li> <li>• To order the days of the week</li> <li>• To measure height using cubes</li> <li>• To measure time</li> <li>• To recognise 6 o'clock, 7 o'clock and 8 o'clock</li> <li>• To begin to name 3D shapes</li> <li>• To explore the properties of 3D shapes</li> </ul>
Spring 2	<ul style="list-style-type: none"> <li>• To recognise 9 o'clock and 10 o'clock</li> <li>• To recognise 10p</li> <li>• To begin to name 3D shapes</li> <li>• To explore the properties of 3D shapes</li> </ul>



## **Bledlow Ridge School Progression of Understanding the World (UW)**

<b>Skill: Past &amp; Present</b>	
<b>Spring 1</b>	<ul style="list-style-type: none"><li>• To know about figures from the past</li><li>• To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class – (Theme to be decided through PITM interests)</li></ul>
<b>Spring 2</b>	<ul style="list-style-type: none"><li>• To know about the past through settings, characters and events encountered in books reading in class and storytelling</li></ul>
<b>Skill: Past &amp; People &amp; Communities</b>	
<b>Spring 1</b>	<ul style="list-style-type: none"><li>• To know about people who help us within the local community – <b>Helpful Heroes (Emergency Services)</b></li></ul>
<b>Spring 2</b>	<ul style="list-style-type: none"><li>• To know that Christians celebrate Easter</li></ul>
<b>Skill: The Natural World</b>	
<b>Spring 1</b>	<ul style="list-style-type: none"><li>• To know about and recognise the signs of Winter</li><li>• To know some important processes and changes in the natural world including states of matter (E.g. Freezing &amp; Melting)</li></ul>
<b>Spring 2</b>	<ul style="list-style-type: none"><li>• To know about and recognise the signs of Spring</li><li>• To know about features of my own immediate environment and how they might vary from another</li><li>• To plant seeds</li><li>• To understand how to plan a garden</li></ul>
<b>Skill: Technology</b>	
<b>Spring 1</b>	<ul style="list-style-type: none"><li>• To access, understand and interact with a range of technology within the YR environment</li><li>• To draw pictures on IWB, changing colour and pen size</li></ul>
<b>Spring 2</b>	<ul style="list-style-type: none"><li>• To use the IWB , changing games and programmes</li></ul>

## **Bledlow Ridge School Progression of Expressive Arts & Design (EAD)**

<b>Skill: Creating with Materials</b>	
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>• To experiment with different mark making tools such as pencils and chalks</li> <li>• To explore different techniques for joining materials - <b>Glue Sticks, PVA Glue, Sticky Tape, Masking Tape, Split Pins</b></li> <li>• To know how to work safely and hygienically</li> <li>• To use non-statutory measures (E.g. Spoons, cups)</li> <li>• To use some cooking techniques – <i>Focus identified through PITM interests</i></li> <li>• To use tools to cut and join wood</li> <li>• To know the names of tools</li> </ul>
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>• To use natural objects to make a piece of art</li> <li>• To share creations and talk about the process</li> <li>• To explore different techniques for joining materials - <b>Glue Sticks, PVA Glue, Sticky Tape, Masking Tape, Split Pins, Stapler</b></li> <li>• To make props and costumes for different role play scenarios</li> <li>• To know how to work safely and hygienically</li> <li>• To use non-statutory measures (E.g. Spoons, cups)</li> <li>• To use some cooking techniques – <b>Rolling and using cutters</b></li> <li>• To use tools to cut and join wood using different nails and screws</li> <li>• To know the names of tools</li> </ul>
<b>Skill: Being Imaginative &amp; Expressive</b>	
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>• To create musical patterns using untuned instruments</li> <li>• To begin to create costumes and resources for role play</li> </ul>
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>• To associate genres of music with characters and stories</li> <li>• To create costumes and resources for role play</li> </ul>