


St Peter's Catholic Voluntary Academy - Progression of skills document: EYFS

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2	End of Year ELG
<p>Communication and Language: Development Matters Children in Reception will learn to:</p>	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • 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. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 						<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • 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. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
<p>Specific Teaching Points/Skills progression</p>	<p>Model Good listening Introduce Talk partner Visual prompts Identify new vocabulary in planning. Storytime Share in Knowledge Organiser. Use strategies from Word Aware. "Chatterbox" activities Encourage speech in full sentences. Adults modelling grammatically correct speech Talk routines Adults modelling ambitious vocabulary. Support children by rephrasing and restructuring sentences during conversations. Send quality books home to read for pleasure (in addition to reading scheme)</p>	<p>As for the previous half term(s), plus the following:</p> <p>Review previously taught vocabulary. Teach question words. Model use of questions by "thinking out loud" Introduce book talk for question words (and speaking in full sentence) Model story telling to parents. Provide quality non-fiction books related to learning. Use new vocabulary in different contexts</p>	<p>As for the previous half term(s), plus the following:</p> <p>Review previously taught vocabulary. Model book talk to parents. Use new vocabulary in different contexts</p>	<p>As for the previous half term(s), plus the following:</p> <p>Review previously taught vocabulary. Children as storytellers parent session. Rhyme, poems and songs. Use new vocabulary in different contexts</p>	<p>As for the previous half term(s), plus the following:</p> <p>Review previously taught vocabulary. Use new vocabulary in different contexts</p>	<p>As for the previous half term(s), plus the following:</p> <p>Review previously taught vocabulary. Use new vocabulary in different contexts</p>	

St Peter's Catholic Voluntary Academy - Progression of skills document: EYFS

Share and explore stories with an adult. Model conversation in RPA.							
Physical Development Development Matters Children in Reception will learn to:	Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling , walking , jumping , running, hopping, skipping, climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian • Further develop the skills they need to manage the school day successfully:- lining up and queuing, mealtimes, personal hygiene						Gross Motor Skills <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
Specific Teaching Points/Skills progression	PE lessons linked to FMS Physical provision indoor and out to encourage children to practise FMS. Develop core strength - correct posture on carpet and at tables. Dough disco Sweeping Big drawing Cutlery Skills Things 'like' balls Scissor skills (appropriate tools) Playdough Threading chunky beads Fat paint brushes Autumn walk - road safety	As for the previous half term(s), plus the following: Bikes & trikes sessions. Meditation Sessions - core strength development Salt dough Walk to Cenotaph Walk to advent service RSE Life to the full	As for the previous half term(s), plus the following: Scooters introduced Balls into provision Walk to library	As for the previous half term(s), plus the following: Balance bikes sessions Use of trim trail Movement in bigger space Rolling Plasticine Spring walk RSE life to the full	As for the previous half term(s), plus the following: Use of balance bikes Bats and balls Smaller paintbrushes Progress to scissors. Walk to shop for pirate picnic -healthy eating	As for the previous half term(s), plus the following: Use of balance bikeS Ball games	

St Peter's Catholic Voluntary Academy - Progression of skills document: EYFS

<p>Personal Social and Emotional Development Matters Children in Reception will learn to:</p>	<p>See themselves as a valuable individual.</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs 	<p>Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
<p>Specific Teaching Points/Skills progression</p>	<p>Starting school bag First topic - Myself (including RE) Talk partners Colour Monster - me feelings Model exemplary behaviour Growth mindset Circle time/ games to support self regulations Class rules Promote self care - eg own coat on. Healthy snack table Story books RSE lessons</p>	<p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.
<p>Mathematics Development Matters Children in Reception will learn to:</p>	<p>Count objects, actions and sounds.</p> <ul style="list-style-type: none"> • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. 	<p>Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

St Peter's Catholic Voluntary Academy - Progression of skills document: EYFS

<p>Specific Teaching Points/Skills progression</p>	<p><i>Baseline assessment & observations in provision. Provide opportunities in provision for children to sort and match. Ensure provision enables children to explore size, weight and capacity (Water and sand areas)</i> <i>Representations of 1,2,3</i></p>	<p>Opportunities for counting/ordering/subitising/number recognition and representation of numbers to 4/5. (5 frames, numicon, part part whole) Practical opportunities for weighing, measuring, ordering by size.</p>	<p><i>Continuous provision/enhancements in place to provide opportunities for counting/ordering/subitising/number recognition to 10. Practical opportunities for weighing, measuring, ordering by size. Number formation to 10. Representation of numbers to 10 (ten frames / part part whole)</i></p>	<p>Continuous provision/enhancements in place to consolidate Key Skills: Subitising, Counting, Composition, sorting and matching, comparing and ordering. Opportunities for exploring time and sequencing events using key vocabulary. Opportunities for counting/ordering to 20. Number formation to 10. Subitise numbers to 5. Explore composition of numbers to 10 then 20</p>	<p>Opportunities for exploring time and sequencing events using key vocabulary. Opportunities for counting/composition of numbers to 10. Ordering to 20. Loose parts/maths equipment for making and continuing patterns.</p>	<p>Continuous provision/enhancements in place to consolidate Key Skills: Subitising, Counting, Composition, sorting and matching, comparing and ordering. Maths problem solving area including concepts such as doubling and halving. Addition and Subtraction problem area. Ordering/counting to 20.</p>	<p>Numerical Patterns</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. 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>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p>Literacy Development Matters Children in Reception will learn to:</p>	<p>Read individual letters by saying the sounds for them.</p> <ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 						<p>Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and
<p>Specific reading/writing (phonics) teaching:</p>	<p>Teach Set 1 sounds: m a s d t i n p g o c k u b f e l s h r j v w x y z th ch qu ng nk ck. Children will be in differentiated groups from 6 weeks into term (once set 1 sounds have all been taught). Groups will be differentiated - Assessment</p>	<p>Recap any single letter alphabet gaps from the sounds above. Teach children to blend using single letter alphabet sounds. Groups will</p>	<p>Recap Set 1 Special Friends: sh th ch qu ng nk ck Secure blending of cvc words using single letter alphabet sounds (WT 1.1-1.5). Groups will be</p>	<p>Recap Set 1 Special Friends: sh th ch qu ng nk ck Secure blending of words containing these sounds (WT 1.4-1.6). Groups will be differentiated -</p>	<p>Recap Set 1 sound gaps. Teach blending of words containing consonant blends (WT 1.7). Groups will be differentiated - Assessment carried out half termly.</p>	<p>Teach Set 2 sounds: ay ee igh ow oo oo ar or air ir ou oy. Teach reading of words containing these Set 2 sounds. Build speed of</p>	

St Peter's Catholic Voluntary Academy - Progression of skills document: EYFS

	carried out half termly. Paper 'ditties' = end of Advent term expectation.	be differentiated - Assessment carried out half termly. Paper 'ditties' = end of Advent term expectation.	differentiated - Assessment carried out half termly. 'RED books' = end of Lent term expectation.	Assessment carried out half termly. 'RED books' = end of Lent term expectation.	Green/Purple group = end of Pentecost term expectation.	reading words containing Set 1 sounds.Groups will be differentiated - Assessment carried out half termly. Green/Purple group = end of Pentecost term expectation.	sentences that can be read by others.
Specific Teaching Points/Skills progression	RWI (See separate plan) Children read aloud at least once per week Reading opportunities in provision. Language rich environment Letter formation (lower case) Write own name	RWI (See separate plan) Establish additional reading opportunities for children that need it Write simple CVC words	RWI (See separate plan) Capital letter activities & recognition Captions and labels	RWI (See separate plan)	RWI (See separate plan) Capital letter formation Write full sentence - with capital letter and full stop	RWI (See separate plan) Plan and write own sentences.	
Understanding of the World Development Matters Children in Reception will learn to:	<p>Talk about members of their immediate family and community.</p> <ul style="list-style-type: none"> • Name and describe people who are familiar to them • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries • Explore the natural world around them • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live • Understand the effect of changing seasons on the natural world around them. 						<p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment

St Peter's Catholic Voluntary Academy - Progression of skills document: EYFS

<p>Specific Teaching Points/Skills progression</p>	<p>Talk about starting school bag/ boxes Re Topic My family - family photos Chatterbox - pictures/ artefacts Historic pictures of homes Toys - past and present Class timeline Daily discussion of weather at registration.</p>	<p>Visit to Cenotaph - remembrance day Chatterbox - pictures/ artefacts Class timeline Christmas past Diwali Autumn walk Seasons and weather Church visit Other faith topic</p>	<p>Superheroes - people in our community Class timeline Natural processes - freezing/ melting Magnetic Superbunny setting scientific challenges</p>	<p>Class timeline Spring walk Growing topic Tadpole Caterpillar</p>	<p>Class timeline Floating and sinking - make a boat that float Plan journeys</p>	<p>RE - Our wonderful World Class timeline Local study - map Plan journey to school Compare with other countries Model vocabulary to describe physical features of the natural world</p>	<p>using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <ul style="list-style-type: none"> • 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. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
<p>Expressive Arts and Design Development Matters Children in Reception will learn to:</p>	<ul style="list-style-type: none"> • 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. • Create collaboratively sharing ideas, resources and skills. • 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. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups 						<p>Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.</p> <ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive • Invent, adapt and recount narratives and

St Peter's Catholic Voluntary Academy - Progression of skills document: EYFS

Specific Teaching Points/Skills progression	Colours Colour mixing Fat brushes Poster paint Crayons Chalks Group junk model - house Music -	Group junk model - toy robot Celebration Music (K)	Group project- Vehicle for super bunny Action songs - music & movement (K)	Group project - big art - butterfly Musical stories (K)	Group junk model pirate ship Exploring Sound (K)	Range of brushes Range of media - children to self select materials Big Band (K)	stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
---	---	---	---	--	---	--	---