



Early Years Foundation Stage Pre-School and Reception Skills and Knowledge Progression Map

| | | Autumn Term | Spring Term | Summer Term | Early Learning Goals |
|-----------------|-----------------------------|--|--|---|----------------------|
| Literacy | Pre-School Skills | <ul style="list-style-type: none"> To be able to mark make and identify their marks. To recognise familiar logos and labels within the environment. To find and identify familiar letters, e.g. letters in their names. To talk about and retell a range of familiar stories. To begin to explore initial sounds in familiar words. | <ul style="list-style-type: none"> To begin to attempt writing familiar letters, e.g. letters in their name. To find and identify familiar letters, e.g. letters in their names. To talk about and retell a range of familiar stories. To be able to mark make and give meaning to their marks. To identify the pictures linked to RWI sound. To begin to form some letters correctly, e.g. letters in their name. | <ul style="list-style-type: none"> To identify the pictures linked to sounds. To begin to identify some sounds during oral blending games. To begin to make predictions about a story, sometimes supported by an adult with vocabulary. To begin to blend orally. To identify initial sounds and blend familiar CVC words. Make predictions about a story using the relevant vocabulary with independence. To mark make for a purpose and be able to talk about the marks. | |
| | Pre-School Knowledge | <ul style="list-style-type: none"> To know that letters are used to make up words. To know that each letter makes a sound – focussing on sounds in their names. To learn that stories have a sequence; beginning, middle and end. To know that text is read from left to right and top to bottom in English. To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages | <ul style="list-style-type: none"> To know that each letter makes a sound – focussing on sounds in their names. To join in with repetition within stories and rhymes. To be able to talk about different parts of the story. To be able to talk about their marks with confidence. To talk about the sounds they have identified. To join in with repetition within stories. | <ul style="list-style-type: none"> To know that blending sounds makes words. To be able to talk about different parts of the story. To identify CVC words orally. To be able to segment sounds in CVC words. To know that letters make sounds. To join in with repetition within stories. To engage in extended conversations about stories. | |



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| | | | <ul style="list-style-type: none"> To be able to talk about different parts of the story. | | |
| | Reception Skills | <ul style="list-style-type: none"> To listen to and identify sounds in the environment. To listen to and hear initial sounds in familiar words. To identify sounds on a sound mat and then begin to use this in writing. To listen to familiar stories and able to recall some facts. To listen to and hear sounds in CVC words. | <ul style="list-style-type: none"> To think of and write a short, simple sentence. To listen and hear sounds in CVC and CVCC words. To identify sounds on a sound mat and use this in writing. Listen to stories and begin to anticipate what may happen next. Identify sounds, including phonemes and other digraphs on a sound mat. | <ul style="list-style-type: none"> To think of and write a short, simple sentence. Listening to and hearing sounds in CVC and CVCC words. Identifying sounds, including phonemes and other digraphs on a sound mat. Checking written work and making any changes where necessary. Listen to stories and begin to anticipate what may happen next. | <p><u>Comprehension</u> 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> |
| | Reception Knowledge | <ul style="list-style-type: none"> Know that words can be written. Know the sounds that the taught letters make. Know what the taught letters look like. Know how to write the taught letters. Recognise taught HFW in text. Know how to sequence familiar stories. | <ul style="list-style-type: none"> Know that words can be written. Know how to write taught letters. Recognise taught HFW in text. Know the sounds that the taught phonemes make. Know what the taught phonemes look like. Know how to spell some familiar words. Know that a sentence starts with a capital letter and end with a full stop. | <ul style="list-style-type: none"> Know the sounds that the taught phonemes make. Know what the taught phonemes look like. Know how to write the taught letters. Recognise taught HFW in text. know that a sentence starts with a capital letter and ends with a full stop. Know that sentences can be extended by using a simple connective. Knows how to spell some familiar words. Use learnt words and phrases to discuss familiar stories or during role play. | <p><u>Word Reading.</u> 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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| | | | | | <p>Writing. 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> |
| | | Autumn Term | Spring Term | Summer Term | Early Learning Goals |
| Maths | Pre-School Areas of learning covered | Recognising and counting numbers to 5 2D Shapes Number rhymes Sequencing | One more/less Size Recognising and counting numbers beyond 5 Representing numbers Subitising Patterns Positional Language | 2D and 3D shapes Sequences Size Length Weight and Capacity Review of previously taught concepts Positional Language | |
| | Pre-School Skills | <ul style="list-style-type: none"> To talk about what happened today, yesterday and tomorrow. To count out a group of up to 5 objects. To show an understanding of 1:1 counting to 5. Know that the last number you count represents the total number of objects. Talk about and explore 2D shapes using relevant mathematical | <ul style="list-style-type: none"> To count out a group of up to 10 objects. One more/less using a number line. To develop fast recognition of numbers. To show an awareness of how numerals are formed and to experiment with own mathematical mark making. To talk about and explore patterns in the environment, then to create and talk about own patterns using a range of objects and resources. | <ul style="list-style-type: none"> Practical problem solving with numbers up to 5. To count to 10. To develop fast recognition of numbers. To select and use shapes appropriately in play, combining them to make models and enclosures. To name and describe 2D shapes. To name some common 3D shapes and properties. | |



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| | | <p>vocabulary such as flat/sides/ round/ straight/ corners.</p> <ul style="list-style-type: none"> To match number of objects to numeral. To show an understanding of 1:1 counting to 5. | <ul style="list-style-type: none"> To identify, describe and compare groups of objects. To compare and order objects according to their weight and distance. To show an awareness of positional language such as under/behind/ next to/over/ on top of. | <ul style="list-style-type: none"> To begin to make sensible comparisons between objects relating to size, length, weight and capacity. To recall simple facts about a familiar journey. To begin to describe a sequence of events accurately. | |
| | <p>Pre-School Knowledge</p> | <ul style="list-style-type: none"> Sing a range of number songs. To know that a group of objects can also be represented by a number. To say number names to 5 in order. To know that time can be measured using days. To know that the last number said represents the total number of objects To show an awareness and name some 2D shapes in the environment. | <ul style="list-style-type: none"> Sing a range of number songs. To create and repeat simple patterns. To subitise to 3. To know number order beyond 5 when counting. To say number names to 10 in order. To be able to say number names forwards and backwards to 5. To know that each object should only be counted once. To use the language of more and less to compare amounts. To know that numbers can be ordered. To be able to demonstrate through games and role play an understanding of positional language. | <ul style="list-style-type: none"> To subitise to 6. To remember the order in which things happen. To know that subtraction means taking an amount away from a group. To know that some shapes more appropriate than others when building. To remember different aspects of a journey, e.g. "I walked over a bridge to get to school". To learn vocabulary linked to describing size and distance. To be able to say number names forwards and backwards to 10. To remember the order in which things happen. To remember different aspects of a journey, e.g. "I walked over a bridge to get to school". | |



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| | Reception Areas of learning covered | Count objects, actions and sounds. Count beyond 10. Subitise. Explore the composition of numbers to 10. Compare numbers. Link the number symbol with its cardinal number value. Continue, copy and create repeating patterns. Measurements of time. | Automatic recall number bonds 0-5/0-10. Count beyond 10. Compare numbers. Subitise. Understand the 'one more than' relationship between consecutive numbers. Select, rotate and manipulate shapes in order to develop spatial reasoning skills (2D/3D shape). Compare length, weight and capacity. Explore the composition of numbers to 10/20 (subtraction). Explore the composition of numbers to 10/20 (addition). | Count beyond 10. Compare numbers. Subitise. Understand the 'one more than/one less than' relationship between consecutive numbers. Automatic recall number bonds 0-5/0-10. Explore the composition of numbers to 10/20 (doubling and halving). Compose and decompose shapes so that children recognise a shape, can have other shapes within it, just as numbers can (3D shape). Compare length, weight and capacity. | |
| | Reception Skills | <ul style="list-style-type: none"> To count up to 10 objects with 1:1 correspondence. To find the total of 2 groups of objects. To begin to recognise numbers automatically on a dice/card to 5 To be able to count to 10 independently. To order numbers to 10. To match quantities to numeral. To begin to recognise numbers automatically on a dice/card to 5. To identify 2D shapes and talk about their properties | <ul style="list-style-type: none"> To use non-standard units to measure length, weight and capacity. To use money during role play activities to buy items. To begin / explore number bonds to 5. To be able to count to 20 independently. To use objects to solve addition and subtraction problems. To share objects between a group of people equally. | <ul style="list-style-type: none"> Count to 20 independently To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line. To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity. (Su1) To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity. To make observations of and compare length, weight and capacity. | <p>Number Have a deep understanding of number to 10, including the composition of each number; - 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 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts,</p> |
| | Reception Knowledge | <ul style="list-style-type: none"> To say the number names to 10 in order. To recognise number to 10. | <ul style="list-style-type: none"> To know the names of basic 2D shapes. To know that 2D shapes can have corners and side. | <ul style="list-style-type: none"> To know that addition involves combining groups of objects. To read number addition sentences. | |



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| | <ul style="list-style-type: none"> To write numbers to 10, forming them correctly. To know that addition involves combining two or more groups of objects. To begin to read addition number sentences. To say number names to 10 in order. To know the names of 2D shapes. To know that 2D shapes can have sides and corners. To say the days of the week in order. To begin to say the months of the year in order. To know that patterns are repeated designs. | <ul style="list-style-type: none"> To know the names of some 3D shapes. To know that 3D shapes have faces, vertices and edges. To know that length, capacity and weight can all be measured. To know that money can be used to buy items. To understand and use a range of prepositions in everyday contexts. To know that addition involves combining two or more groups of objects. To read addition number sentences. To know that subtraction involves removing an object from a group. To be able to count, order and recognise numbers to 20. To use a number line to help solve simple addition and subtraction number problems. | <ul style="list-style-type: none"> To know that the word 'more' indicates that the group is getting larger. To know that the word 'less' indicates that a group is getting smaller. To be able to count, order and recognise numbers to 20. To count forwards and backwards to 20. To know the difference between odd and even. To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts. To know that sharing equally means everyone has the same amount of an object. To know that length, weight and capacity can be measured using standard units. (Su1) To know that the long hand represents the minutes and the short hand represents hours. To know that 3D shapes can have faces, vertices and edges. | <p>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> |
| | Autumn Term | Spring Term | Summer Term | Early Learning Goals |



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| Physical Development | Pre-School Skills | <ul style="list-style-type: none"> To begin to take care of toileting needs independently. To begin to show a preference for a dominant hand. To climb apparatus safely. To begin to show awareness of moving equipment safely with peers. To begin to independently put on their coats, with some support for the zipper and buttons. To copy dance moves and to move to different kinds of rhythms. To use mark making resources with increasing independence. | <ul style="list-style-type: none"> To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making etc. To mark make in sensory trays and also copy different patterns. To mark make using a comfortable grip when using pencils and pens. To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills. To hold jugs and containers confidently and pour from one container into another. To begin to show awareness of healthy food choices and impact on our body. To hold the pencil correctly using a tripod grip. To begin to form numbers and familiar letters, e.g. letters in their name. To look at books independently whilst turning pages one at a time. To use balancing apparatus. | <p>To hold the pencil confidently, using the tripod grip and forming many letters and numbers correctly.</p> <p>To begin to use scissors confidently and make straight, zig zag and circular snips using one hand.</p> <p>To run skilfully and be able to negotiate space.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p> | |
| | Pre-School Knowledge | <ul style="list-style-type: none"> To know about personal hygiene and the importance of being clean and tidy. To know that washing hands is important after using the toilet and before we eat. To know that books in English should be read from left to right and one page at a time. | <ul style="list-style-type: none"> To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils. To know that they need to use tools with a dominant hand. To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping. | <ul style="list-style-type: none"> To know the correct ways of forming many letters. To know that snips should be made on the line and the pattern should be followed. To know how to feed paper/materials through hand when cutting around objects. | |



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| | | <ul style="list-style-type: none"> To begin to use alternating feet when climbing apparatus. To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers. To show confidence in dressing up and self-care activities. To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats. To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint. | <ul style="list-style-type: none"> To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely. To show some independence in self help skills such as toileting and dressing. To know that the pencil needs to be held comfortably and with one hand to form letters and numbers. To know how to use one handed tools. To be able to follow a simple sequence of movements to music and rhythm. | <ul style="list-style-type: none"> To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness. To know how to hold the pencil correctly and also recognise and self-correct when they form letters incorrectly. To successfully take part in group games with support from an adult. To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc. | |
| | Reception skills | <ul style="list-style-type: none"> To use a dominant hand. To begin to form recognisable letters which are formed mostly correctly. To use climbing equipment safely and competently. (Au1) To begin to negotiate space effectively. To begin to use anticlockwise movement and retrace vertical lines. To use climbing equipment safely and competently. To negotiate space effectively. | <ul style="list-style-type: none"> To show good practice with regard to exercise, eating, sleeping and hygiene. To be able to balance and coordinate safely. To negotiate space effectively. To handle tools, objects, construction, and malleable materials safely and with increasing control. | <ul style="list-style-type: none"> To use a pencil effectively to form recognisable letters, most of which are formed correctly. To show good control and co-ordination in large and small movements. | <p><u>Gross Motor Skills</u> 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> <p><u>Fine Motor Skills</u> Hold a pencil effectively in preparation for fluent</p> |



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| | Reception Knowledge | <ul style="list-style-type: none"> To know which hand to write with. To know how to use the trim trail safely. To know how to use scissors effectively. To know how to make anticlockwise movement and retrace vertical lines. | <ul style="list-style-type: none"> To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health. To know how to use scissors effectively To know why it is important to handle different apparatus safely. To know how to use scissors effectively. | <ul style="list-style-type: none"> To know how to form letters correctly. To know how to use scissors effectively. To know how to handle a range of equipment and tools effectively. To know how to use scissors effectively. | <p>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> |
| | | Autumn Term | Spring Term | Summer Term | Early Learning Goals |
| Communication and Language | Pre-School Skills | <ul style="list-style-type: none"> To sing rhymes and look at picture books. To talk about the different characters and what they are doing. To talk about themselves and their families. Develop communication that can be understood by others. To talk about celebrations at home. To listen to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc and to talk about them and why they are celebrated. To listen to, and follow simple instructions. | <ul style="list-style-type: none"> To learn and talk about modes of transportation. To be able to identify the different types of vehicles they see on the road. To begin to use a wide range of vocabulary in the correct context. To talk in short sentences that others can understand. To listen to, and follow simple instructions and respond to questions appropriately. To listen to traditional stories and retain key vocabulary. To be able to talk about the setting, characters and the structure of the story. To be able to use connectives e.g. Once upon a time and then. To listen to, and follow simple instructions and respond to questions appropriately. | <ul style="list-style-type: none"> To listen to traditional stories and retain key vocabulary. To be able to answer questions and share opinions using the relevant vocabulary. To begin to talk about the setting, characters and the structure of the story. To be able to use connectives e.g. Once upon a time and then. To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly. | |



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| | Pre-School Knowledge | <ul style="list-style-type: none"> To know that stories have different character which could be real and pretend. To know that stories have a beginning, middle and an end. To know to sing words clearly so that they are audible. To know that it is good to talk to others about wants and needs. To be able to understand simple instructions. | <ul style="list-style-type: none"> To be able to differentiate and categorise objects based on their properties. To remember new words I am learning when talking to others. To be able to understand simple instructions, questions and commands. To know that stories have a beginning, middle and an end. To be able to answer questions related to the story. | <ul style="list-style-type: none"> To know that stories have a beginning, middle and an end. To be able to answer questions related to the story. To be able to use vocabulary learnt to have a conversation with others. To be able to independently sequence familiar rhymes and to be able to say what happens next in a story. To use the words they know appropriately to organise themselves and their play. | |
| | Reception Skills | <ul style="list-style-type: none"> To talk about themselves and others. To sing songs. To speak about a range of texts. To compare different festivals. To make comments about their observations. | <ul style="list-style-type: none"> To describe features of traditional stories. To describe familiar texts with detail and using full sentences. To being able to ask questions about familiar aspects of their environment and their learning. To talk about the role of healthy food and exercise in staying healthy. | <ul style="list-style-type: none"> To label and sort living things. To begin to research using a search engine. To describe habitats. To be able to order a range of life cycles. To be able to give facts about a specified subject. | <p><u>Listening and Understanding</u></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 interaction.</p> |
| | Reception Knowledge | <ul style="list-style-type: none"> To know about others. To know familiar songs. To describe different story and non-fiction texts. To know about different festivals. To be able to talk about how different people help us. | <ul style="list-style-type: none"> To know different traditional stories. To know a range of healthy food and exercise. Express their ideas and feelings about their experiences. To know different features of texts. To talk confidently about why things happen using new vocabulary learnt. | <ul style="list-style-type: none"> To name and sort a range of living things. To be able to talk about different habitats. To engage in meaningful conversations with others. To know different life cycles. To know a range of facts. To engage in meaningful conversations with others. | <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. Speaking.</p> |



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| | | <ul style="list-style-type: none"> To begin to talk about why things happen using new vocabulary learnt. | <ul style="list-style-type: none"> To engage in meaningful conversations with others. | | <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> |
| | | Autumn Term | Spring Term | Summer Term | Early Learning Goals |
| Personal, Social and Emotional Development | Pre-School Skills | <ul style="list-style-type: none"> To separate from main carer and learn to adapt to the Nursery environment. To select and use activities and resources, with some support if needed. To wash hands after using the toilet. To learn about daily routines and classroom rules. | <ul style="list-style-type: none"> To learn how to share resources and play in a group. To learn to look after resources within the class. To listen to, and follow rules set. To take turns whilst playing and waiting patiently to have a go. To show independence in accessing and exploring the environment. | <ul style="list-style-type: none"> To be able to initiate play with peers and keep play going by giving ideas. To become more outgoing with unfamiliar people. To show more confidence in new social situations. To begin to find solutions to conflicts. To show an awareness of how others may be feeling. | |



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| | | <ul style="list-style-type: none"> To be aware of behavioural expectations in the Nursery. To select and use activities and resources, with some support if needed. To show an awareness of the importance of oral health. | <ul style="list-style-type: none"> To independently put on coats and use the toilet. To learn to look after resources within the class. | <ul style="list-style-type: none"> To gain enough confidence to talk to adults and peers. To begin to be assertive towards others where necessary. | |
| | Pre-School Knowledge | <ul style="list-style-type: none"> To know that they can approach adults in Nursery when needed. To know how to adapt behaviour to suit classroom routines. To show confidence in asking adults for support. To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies. | <ul style="list-style-type: none"> To know how to manage their emotions in different situations. To know that there are boundaries set. To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'. To know that we must respect our resources and out them back when we have finished with them. To know that when playing in a group they need to share and also know that they will get a turn. To be aware of the different areas in the Nursery and how to explore them safely. To approach an adult if they need support. | <ul style="list-style-type: none"> To know that to play nicely it's important to share and take turns. To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort. To know that it is OK to engage with others, even if in a different environment. To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc. To know how to talk politely and develop an understanding of what is appropriate. To know that it is OK to challenge others, but they must remember to always be kind. | |
| | Reception Skills | <ul style="list-style-type: none"> To describe a friend. To know and demonstrate friendly behaviour. To understand how to be a good friend. To learn to join in with whole group activities. | <ul style="list-style-type: none"> To learn right from wrong. To understand how to make the right choices and the consequences of not making the right ones. To understand that people need help. To identify ways of being helpful to others and how this will make them feel. | <ul style="list-style-type: none"> To describe a range of different habitats around the world. To learn about the different family structures. | |



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| | | <ul style="list-style-type: none"> To choose an activity independently. To learn about a range of different festivals. To learn about important dates in their lives. | | | <p>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> |
| | Reception Knowledge | <ul style="list-style-type: none"> To describe and show friendly behaviour. To begin taking turns with their friends. To be able to talk about different festivals. To understand why different people celebrate different things. | <ul style="list-style-type: none"> To be able to talk about why a character has made a poor choice and what the consequences are. To be able to talk about how the character could have made a better choice. To talk about the effect my behaviour has on others. | <ul style="list-style-type: none"> To talk about the world that we live in and how there are similarities and differences when looking at different aspects. To be able to talk about the relationships they have at home with their family and friends. | <p><u>Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</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> <p><u>Building Relationships</u> Work and play cooperatively and take turns with others.</p> |



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| | | | | | Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. |
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| | | Autumn Term | Spring Term | Summer Term | Early Learning Goals |
| Understanding the World | Pre-School Skills | <ul style="list-style-type: none"> • To be able to talk about their body parts and what the function is of each part. • To draw silhouettes and orally label body parts. • To be able to identify similarities and differences between themselves and peers. • To make self-portraits. • To know that everyone has a birthday and they are usually celebrated in a similar manner around the world. • To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, Hanukah is celebrated by Jewish people and Christmas is celebrated by Christians. | <ul style="list-style-type: none"> • To learn about different modes of transportation and who operates them, how they travel to school, local area and natural environment. • To explore the different jobs that people in our families do. How do these people help us? (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). • To use the computer to complete a simple task. • To listen to traditional stories such as Jack and the Beanstalk and talk about plants. Plant their own seeds and check how tall the plants grow. • Continue to use the computer to gain confidence in using the mouse. • To learn about Easter. • To use senses to explore the world around them. | <ul style="list-style-type: none"> • To listen to traditional stories such as Goldilocks and Three Little Pigs and talk about the habitats. • Make comparisons between habitats of farm animals and wild animals. • Talk about the life cycle of a plant and animals. • Make own habitats using a range of resources. • To use senses to explore the world around them. • To listen to rhymes such as Humpty Dumpty and Baa Baa Black Sheep and talk about where eggs/wool come from and talk about what we use these for. • Talk about where food comes from and bake a range of things. | |



Early Years Foundation Stage Pre-School and Reception Skills and Knowledge Progression Map

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| | | <ul style="list-style-type: none"> Operate simple equipment e.g. turn on CD player or use a remote control. | | | |
| | Pre-School Knowledge | <ul style="list-style-type: none"> To know about family structures and be able to talk about who is part of their family. To know the difference between farm animals and wild animals. To be able to categorise animals by their characteristics. To learn about the different stories related to Autumn festivals. | <ul style="list-style-type: none"> To know similarities and differences between modes of transportation. To know that adults do a variety of jobs and that they are not all the same. To show an awareness of the emergency services and how they can help us. To know that every living being has a life cycle and they change in shape and size as they grow. To know that living beings follow a similar growth pattern and make comparisons. To know about who celebrates Easter and what is its significance. To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. | <ul style="list-style-type: none"> To know that different creatures live in different places based on their characteristics, e.g. farm animals can live around people, however wild animals can be dangerous so we have to be careful. Wild animals live in forests/jungles/ safari and sometimes zoo's or aquariums. To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. To know that different animals and birds produce food that we consume and there are different people who make food that we can buy in the supermarket. | |
| | Reception Skills | <ul style="list-style-type: none"> To talk about how they have changed since they were a baby. | <ul style="list-style-type: none"> To identify and sort healthy/unhealthy foods. To identify and group a range of fruits and vegetables. | <ul style="list-style-type: none"> Making treasure maps to direct friends to a 'goal'. Exploring maps of the world. | Past and Present Talk about the lives of the people around them and their roles in society. |



Early Years Foundation Stage Pre-School and Reception Skills and Knowledge Progression Map

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| | | <ul style="list-style-type: none"> To talk about the changes they observe in their environment – Seasons link. To talk about how Hindus celebrate Diwali. To be able to talk about the different jobs that adults do and how they can help us (paramedics/nurses/doctors/fire fights/postman/shop assistant etc). | <ul style="list-style-type: none"> To talk about a special event in their life. | <ul style="list-style-type: none"> Talking about the life cycle of plants and animals and what they need to survive. Exploring a range of habitats, looking at why the animal lives like that. | <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> |
| | Reception Knowledge | <ul style="list-style-type: none"> To know the names of different body parts. To know that there are many countries around the world. To know that people in other countries may speak different languages. To know that people around the world have different religions. To know that Mendi and Rangoli patterns are created to celebrate Diwali. To know that some animals are nocturnal. | <ul style="list-style-type: none"> To know that some foods are unhealthy- sorting healthy and unhealthy foods. To know the names of common fruits and vegetables. To know that humans and other animals can grow. To understand and use positional language. To know that Christians celebrate Easter. | <ul style="list-style-type: none"> To select appropriate materials according to their properties. To name and identify a range of different materials and to know how they are used in familiar environments. | <p><u>People, Culture and Communities</u></p> <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, non-fiction</p> |



**Early Years Foundation Stage
Pre-School and Reception
Skills and Knowledge Progression Map**

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| | | <ul style="list-style-type: none"> To know that adults do a variety of jobs. To know that the emergency services exist and what they do. | | | <p>texts and – when appropriate – maps.</p> <p><u>The Natural World</u></p> <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> |
| | | Autumn Term | Spring Term | Summer Term | Early Learning Goals |
| Expressive Arts and Design | Pre-School Skills | <ul style="list-style-type: none"> Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm. Uses various construction materials. | <ul style="list-style-type: none"> To use scissors effectively. To begin to act out different scenarios using props to enhance imaginative play. Sing familiar songs and nursery rhymes or make up own songs. | <ul style="list-style-type: none"> To use puppets and props to act out different traditional stories. To make masks for role play. Sing familiar songs in the correct tone and changing melody if appropriate. | |



Early Years Foundation Stage Pre-School and Reception Skills and Knowledge Progression Map

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| | <ul style="list-style-type: none"> • Sing familiar Nursery Rhymes. • To use different colours and materials to make Rangoli Patterns. • To make Christmas cards and decorations for friends and family using a range of media. • To make Hanukah cards. • To make patterns with paint and different objects, exploring what happens when you mix colours. • Joins construction pieces together to build and balance. | <ul style="list-style-type: none"> • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • To play instruments with increasing control. • To learn about different textures and talk about them. • Feely bag activities with different objects for children to feel and describe. • To engage in role play by making stick puppets of different story characters. • Realises tools can be used for a purpose. • To create closed shapes with continuous lines which represent objects that can be spoken about or identified. | <ul style="list-style-type: none"> • Uses available resources to create props to support role-play. • To use available props to develop stories and make imaginative play more purposeful. • To show different emotions in pictures clearly. • To draw with increasing control, representing features and detail clearly. • Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm. • To listen to music and create movements to the different beats. • To construct with bricks and blocks to make an enclosure. • Explore different materials freely, using them with a purpose. | |
| Pre-School Knowledge | <ul style="list-style-type: none"> • To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard. | <ul style="list-style-type: none"> • To know how colours can be mixed to make a new colour. • To use their imagination to create different works of art. | <ul style="list-style-type: none"> • To know how to use props appropriately for particular stories. • To know that they can change their voices whilst singing or acting out stories to create a dramatic effect. | |



Early Years Foundation Stage Pre-School and Reception Skills and Knowledge Progression Map

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| | <ul style="list-style-type: none"> To know that certain art types belong to different cultures. E.g. Africa. For children to be able to construct with a purpose and safely. To know how different colours and materials can be used to create things. To learn about art and crafts from different cultures e.g. Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world. | <ul style="list-style-type: none"> For children to be able to construct with a purpose and safely. To play instruments to express feelings and ideas. To know about the different materials and what can be created with them. To use their knowledge of stories in acting them out with friends. Sing songs clearly using correct words that have been learned. To know how to create recognisable representations of objects. | <ul style="list-style-type: none"> For children to be able to construct with a purpose and safely. To know how to use available props to develop stories and make imaginative play more purposeful. To know that body movements can be changed depending on the rhythm to achieve a desired effect. To know that different construction toys can be used to make new things that can be used in pretend play. To show confidence in choice of media when creating a model or picture. | |
| Reception Skills | <ul style="list-style-type: none"> To remember the words to a range of songs. To give meaning to the marks that are made. To design a Rangoli pattern. To use role play to show how 'People who Help Us'. Uses simple tools and techniques competently and appropriately. | <ul style="list-style-type: none"> To draw a range of plants and fruits. To use resources to create own props. Constructs with a purpose in mind, using a variety of resources. To use a range of resources to create own props to aid role play. To plan, carry out and evaluate and change where necessary. Manipulates materials to achieve a planned effect. | <ul style="list-style-type: none"> To use what they have learnt about media and materials in an original way and be able to explain their choices. Selects appropriate resources and adapts work where necessary. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | <p><u>Creating with Materials</u></p> <p>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</p> |



Early Years Foundation Stage Pre-School and Reception Skills and Knowledge Progression Map

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| | Reception Knowledge | <ul style="list-style-type: none"> • To learn a range of songs from around the world. • To know that people from different countries may have different traditions. • For children to be able to safely construct with a purpose and evaluate their designs. • To learn the names of different tools and techniques that can be used to create Art. • To experiment with creating different things and to be able to talk about their uses. | <ul style="list-style-type: none"> • To understand that pictures can be created by making observations or by using imagination. • To use paints, pastels and other resources to create observational drawings. • For children to be able to safely construct with a purpose and evaluate their designs. • To use a range of props to support and enhance role play. • To identify and select resources and tools to achieve a particular outcome. | <ul style="list-style-type: none"> • To know the different uses and purposes of a range of media and materials. • For children to be able to safely construct with a purpose and evaluate their designs. • To describe ways of safely using and exploring a variety of materials. • Selects tools and techniques needed to shape, assemble and join materials they are using. | <p>playing characters in narratives and stories.</p> <p><u>Being Imaginative and Expressive</u></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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.</p> |
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