



**Progression of knowledge and skills  
EYFS – Nursery and Reception  
In conjunction with Development matters and EYFS statutory document**

Area of learning	Nursery	Reception
<p><b>PSED</b> Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	<ul style="list-style-type: none"> <li>• Come into school happily</li> <li>• Knows daily routine</li> <li>• Hang belongings in cloakroom and find their own items</li> <li>• Goes to the toilet</li> <li>• Ask to go to the toilet</li> <li>• Follow familiar instructions</li> <li>• Will have a go with all activities</li> <li>• Develops good bonds with key adults in school</li> <li>• Makes friends</li> <li>• Tidies away toys and clears away things that have been used</li> <li>• Helps an adult when asked</li> <li>• Say please and thank you</li> <li>• Wait for their turn to talk</li> <li>• Take turns when playing</li> <li>• Share toys</li> <li>• Can express simple feelings</li> <li>• Can agree or disagree with an adult using words and gestures</li> <li>• Enjoys imaginative play</li> <li>• Can play a game led by an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Comes into school happily</li> <li>• Can say please and thank you and respond to others in conversations</li> <li>• Will wait their turn and put hands up to talk</li> <li>• Aware of others feelings.</li> <li>• Can share and take turns.</li> <li>• Play co-operatively and look after toys</li> <li>• Can play a game in a small group of peers.</li> <li>• Organising and cooperating with other children</li> <li>• Forms relationships with others.</li> <li>• Find resolutions without conflict</li> <li>• Will offer to help others.</li> <li>• Will tidy away items safely</li> <li>• Aware of daily routines.</li> <li>• Can follow rules and knows right from wrong.</li> <li>• Follows instructions.</li> <li>• Focusses at activities</li> <li>• Engages with activities.</li> <li>• Will have a go at activities.</li> <li>• Can organize themselves in the environment – class, cloakroom, lunchtime.</li> <li>• Ask to go to the toilet when needed.</li> <li>• Can express feelings.</li> <li>• Is involved in more complex imaginative play with changing roles</li> </ul>

### Communication and Language

The development of children's spoken language underpins all seven areas of learning and development.

Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.

Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

- Ask lots of questions – why, what, where, who and when
- Answer questions about why something has happened
- Use a wide range of vocabulary
- Using longer sentences and linking ideas
- Describe events that have already happened
- Have mostly clear speech and can be easily understood
- Listen to longer stories and answer questions immediately afterwards
- Follow 2 part instructions
- Use talk to organise themselves
- Enjoy make believe play
- Can communicate basic needs to an adult
- Talk about books
- Begin to retell stories
- Know a range of rhymes

- Ask relevant questions in response to what they have heard
- Take turns in much longer conversations
- Have a vast and varied vocabulary.
- Building their bank of words and asking meaning of new words and trying to use in context
- Use well-formed sentences that can be understood
- Using most speech sounds and can be understood easily
- Re-tell short stories in order
- Using story language
- Enjoy listening stories
- Making up stories of their own
- Understand a longer list of instructions
- Understand spoken instructions and can listen without stopping what they are doing
- Understanding more complex language including prepositions, sequencing, time
- Use talk to take on different roles during imaginative play
- Use talk to work out problems and organise thinking
- Using talk to develop good friendships
- Understands humour
- Understands past, present and future

**Physical**

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives.

Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy.

Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

- Hold pencil with a tripod grip and is developing a hand preference
- Put on socks and shoes
- Put arms into coat
- Do up a zip to the top once started
- Fasten buttons
- Eat with a fork and spoon and trying to use a knife.
- Pour a drink
- Try different foods
- Wash hands independently
- Go to the toilet independently and is able to wipe themselves clean
- Use the stairs handrail
- Use scissors to cut paper and hold scissors correctly
- Paint with correct strokes
- Can sit stable on a chair and cross legs on carpet
- Can climb a ladder
- Can walk, run and stand on tiptoe
- Can stand on one leg for 3-5 seconds
- Can hop on a preferred foot
- Can stand / walk on heels when shown
- Can copy actions of others
- Engages in messy play

- Holds pencil with an effective tripod grip and holds paper with other hands
- Can get changed and unchanged with very little support
- Can put coat on independently.
- Uses a knife and fork competently/
- Knows what food they like / dislike
- Go to the toilet independently and is able to wipe themselves clean
- Can walk up and down strairs one foot per stair
- Uses scissors competently to cut out shapes
- Can walk on a narrow line]
- Climb a ladder
- Can stand on one leg for 8-10 seconds
- Can hop on either foot
- Can walk on heels
- Active and skillful in climbing, swinging, digging, sliding
- Skips on alternate feet
- Bends and touches toes with legs straight
- Plays all variety of ball games – can kick, catch and throw a ball
- Can copy a sequences of actions

**Literacy- Reading - comprehension**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.

- Recognise name and initial letter
- Be aware of print
- Spot and join in rhyme
- Enjoys stories and can join in with repeating phrases
- Can name a favourite story and talk about it
- Can hold a book the correct way up
- Will look at books independently

- Retell stories in their own words
- Anticipate key events
- Use new vocabulary
- Name and say individual letters/sounds
- Read words by sound blending
- Read simple sentences
- Able to blend and segment all sounds in Phase 2 and 3
- Can read all tricky and decodable words in Phase 2 and Phase 3
- Read simple sentence

**Literacy- Phonics – Word reading**

Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

**Phase 1 – Letters & Sounds aspects 1-6**

1. Environmental sounds –
  - develop listening and awareness of sounds
  - listening and remembering sounds
  - talking about sounds.
2. Instrumental sounds –
  - develop awareness of instrument sounds
  - to appreciate the difference between instrument sounds and others
  - to use a wider vocabulary to talk about sounds
3. Body Percussion –
  - to develop awareness of sound and rhythms
  - to recall patterns of sounds
  - to talk about sounds we can make with our bodies
4. Rhythm and Rhyme –
  - to experience rhythm and rhyme and develop awareness of rhythm and rhyme within speech.
  - to increase awareness of rhyming words
5. Alliteration –
  - to develop understanding of alliteration
  - to hear the difference between

**Phase 2 and 3 - Little Wandle letters & sounds****Autumn 1**

- Phase 2 graphemes New tricky words
- Week 1 s a t p
- Week 2 i n m d
- Week 3 g o c k is
- Week 4 c k e u r l
- Week 5 h b f l the

**Autumn 2**

- Phase 2 graphemes New tricky words
- Week 1 ff ll ss j put\* pull\* full\* as
- Week 2 v w x y and has his her
- Week 3 z zz qu
- words with s /s/ added at the end (hats sits)
- ch
- go no to into
- Week 4 sh th ng nk she push\* he of
- Week 5 • words with s /s/ added at the end (hats sits)
- words ending s /z/ (his) and with s /z/ added at the end (bags)
- we me be
- \*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

**Spring 1**

- Phase 3 graphemes New tricky words
- Week 1 ai ee igh oa
- Week 2 oo oo ar or was you they

	<p>different starting sounds within words</p> <ul style="list-style-type: none"> <li>to explore how different sounds are articulated</li> </ul> <p>6. Voice Sounds –</p> <ul style="list-style-type: none"> <li>to distinguish between different vocal sounds (including oral blending and segmenting)</li> <li>to explore speech sounds</li> <li>to talk about different sounds we can make with our voices</li> </ul> <ul style="list-style-type: none"> <li>Knows the A,B, C song</li> </ul>	<ul style="list-style-type: none"> <li>Week 3 ur ow oi ear my by all</li> <li>Week 4 air er</li> <li>words with double letters: dd mm tt bb rr gg pp ff</li> <li>are sure pure</li> <li>Week 5 longer words</li> <li>© 2021 Wandle Learning Trust. All rights reserved.</li> </ul> <p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>Phase 3 graphemes No new tricky words</li> <li>Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review all taught so far</li> <li>Secure spelling Week 2 review Phase 3: er air</li> <li>words with double letters</li> <li>longer words</li> <li>Week 3 words with two or more digraphs</li> <li>Week 4 longer words</li> <li>words ending in –ing</li> <li>compound words</li> <li>Week 5 longer words</li> <li>words with s in the middle /z/ s</li> <li>words ending –s</li> <li>words with –es at end /z/</li> </ul> <p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>Phase 4 New tricky words</li> <li>Week 1 short vowels CVCC said so have like</li> <li>Week 2 short vowels CVCC CCVC some come love do</li> <li>Week 3 short vowels CCVCC CCCVC</li> </ul>
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		<p>CCCVCC</p> <ul style="list-style-type: none"> <li>• longer words</li> <li>• were here little says</li> <li>• Week 4 longer words</li> <li>• compound words</li> <li>• there when what one</li> <li>• Week 5 root words ending in:</li> <li>• –ing, –ed /t/, –ed /id/ /ed/ –est</li> <li>• out today</li> <li>• <b>Summer 2</b></li> <li>• Phase 4 graphemes No new tricky words</li> <li>• Week 1 long vowel sounds CVCC CCVC</li> <li>• Review all taught so far</li> <li>• Secure spelling Week 2 long vowel sounds CCVC CCCVC CCV CCVCC</li> <li>• Week 3 Phase 4 words ending –s /s/</li> <li>• Phase 4 words ending –s /z/</li> <li>• Phase 4 words ending –es</li> <li>• longer words</li> <li>• Week 4 root word ending in:</li> <li>• –ing, –ed /t/, –ed /id/ /ed/, –ed /d/</li> <li>• Week 5 Phase 4 words ending in:</li> <li>• –s /s/, –s /z/, –es</li> <li>• longer words</li> </ul>
<p><b>Literacy – writing</b>  Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	<ul style="list-style-type: none"> <li>• Make marks and talk about them</li> <li>• Write or copy some or all of name</li> <li>• Pretend to write</li> </ul>	<ul style="list-style-type: none"> <li>• Write their first name</li> <li>• Begin to write surname</li> <li>• Write lower case letters correctly</li> <li>• Write some upper case letters</li> <li>• Begin to spell words using letter sound correspondence.</li> <li>• Write short sentences</li> </ul>

**Mathematics- Number**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

- Join in counting rhymes
- Subitise to 3
- Rote Count to at least 10
- Count 1-1 to at least 5
- Show fingers to 5
- Recognise numbers to 5
- Make marks and symbols
- Compare quantities, more, less
- Interest in counting objects, movements, claps
- Interest in numbers in the environment
- Begin to know last number said is how many is in set.

- Understand last number said is total – cardinal counting principle
- Subitise to 6
- Link numeral to number value
- Recite numbers to 20
- Compare quantities up to 10 - more, less, same, fewer, equal to
- Understand part, part whole to at least 10
- Recall number bonds to at least 5 - + and -
- One more or one less to at least 10
- Counting 1:1 correspondence to 10
- Number sequences to 10 forwards and backwards
- Recognise numbers to at least 10
- Order numbers to at least 10
- Write digits 0-10 accurately

<p><b>Mathematics – SSM</b>  It is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.</p>	<ul style="list-style-type: none"> <li>• Solves a simple jigsaw</li> <li>• Can complete shape sorter</li> <li>• Can stack bricks</li> <li>• Can match shapes in a game</li> <li>• Can play snap games</li> <li>• Can name some 2D shapes and describe them</li> <li>• Uses everyday vocabulary to describe size, weight, length, time, position</li> <li>• Make comparisons</li> <li>• Notice and recreate simple patterns</li> <li>• Explore 3D shapes</li> <li>• Talk about a simple route or journey</li> <li>• Sequence events</li> </ul>	<ul style="list-style-type: none"> <li>• Solve puzzles with increasing difficulty</li> <li>• Name 2D and 3D shapes</li> <li>• Investigate and talk about shapes and their properties</li> <li>• Copy, continue and create repeating patterns</li> <li>• Make predictions</li> <li>• Uses Comparative language when comparing length, weight, capacity and position</li> <li>• Compare objects</li> <li>• Talk about journeys and routes they have taken</li> <li>• Sequence events in more detail</li> </ul>
<p><b>Understanding the World</b>  Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.  In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>	<ul style="list-style-type: none"> <li>• Use a range of senses to explore</li> <li>• Make collections and compare</li> <li>• Talk about what they see, feel, hear, touch and taste.</li> <li>• Talk about their family</li> <li>• Be interested in occupations</li> <li>• Explore mechanical equipment</li> <li>• Grow seeds</li> <li>• Talk about how they have changed</li> <li>• Know about simple lifecycles</li> <li>• Be aware we are all different and talk about it</li> <li>• Know about different places in the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about their families</li> <li>• Talk about people in their communities, police, doctor etc</li> <li>• Talk about their own environment and similarities and differences of other places.</li> <li>• Know about similarities and differences between themselves and others</li> <li>• Know about their own and others past.</li> <li>• Compare now and then</li> <li>• Look at simple maps and describe them.</li> <li>• Draw simple maps</li> <li>• Make observations of animals and plants</li> <li>• Understand simple changes and processes.</li> </ul>

**EAD**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

- Roleplay in home corner
- Use objects to roleplay with
- Make up stories with small world toys
- Use blocks and construction kits
- Explore media and materials
- Be exposed to different artists and types of art.
- Join using different tools and media
- Draw simple objects
- Explore colour mixing
- Express feelings about music and art.

- Develop roles in the roleplay area
- Develop storylines
- Refine skills when using media and materials
- Further develop skills whilst using tools and media
- Include more detail in art work
- Colour mix with a purpose
- Work collaboratively
- Talk about art and artists
- Make music and talk about music they have heard
- Perform to others