

EYFS Knowledge & Skills Progression Guide



**Term 1
Marvellous Me!**

**Term 2
Time to
Celebrate!**

**Term 3
My 5 Senses**

**Term 4
Traditional
Tales**

**Term 5
People Who Help
Us**

**Term 6
All Creatures
Great & Small**

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT (PSED)

Please note that PSED skills and knowledge are continually being taught and developed in the EYFS. Below is a guide of how progression could be seen, but we know that children all begin from a unique starting point and progression and skill development will vary according to the individual child.

EYFS KNOWLEDGE & SKILLS	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT (PSED)					
	<i>Consolidation of the prerequisite nursery skills</i>					
	Form positive attachments to adults	Select a chosen activity	Begin to show resilience and perseverance	Build on their resilience and perseverance	When faced with a challenge, show resilience and perseverance	Demonstrate a growth mindset
	See themselves as a valued individual	Be able to name feelings (Colour Monster)	Talk about my feelings	Recognise and moderate my feelings	Recognise and think about how others are feeling	Begin to recognise and use Zones of Regulation
	Join in with regular physical activity	Begin to make new friends	Begin to build constructive relationships	Learn to show respect to others	Know how to stay safe as a pedestrian	Know how to keep myself healthy
	Wash my hands and select fruit to stay healthy	Begin to show an understanding of class rules	Follow rules to stay safe at school	Know right from wrong and understand there are consequences to actions	Keep myself safe and healthy in warmer weather	Show respect to animals
	Begin to use the school toilets	Confidently use the school toilets	Dress/undress for PE		Follow adult instructions involving several ideas or actions	
		Know how to put on my own coat for outside time	Respond appropriately			

	Learn to join in with whole group activities.	Begin to give focused attention to the teacher	when engaged in an activity	Follow simple adult instructions		
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End Point
PSED ELGs

ELG Self-Regulation

- 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.

ELG Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.
- 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.

ELG Building Relationships

- 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.

Next Step:

The Prime areas of the EYFS curriculum are vital to ensure a child has the foundations to become an effective learner. By reaching the Early Learning Goals in PSED, children will have the knowledge and skills to enable them to flourish as they begin to access the National Curriculum. Any children not reaching the expected standard by the start of Year 1 will need tailored support to help them achieve these goals.

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COMMUNICATION & LANGUAGE

Please note that communication and language skills and knowledge are continually being taught and developed in the EYFS. Below is a guide of how progression is linked to our key topics, but we know that children all begin from a unique starting point and progression and skill development will vary according to the individual child.

EYFS KNOWLEDGE & SKILLS	<i>Consolidation of the prerequisite nursery skills</i>	Learn and use new vocabulary linked to key celebrations	Learn and use new vocabulary linked to the 5 senses	Listen to and talk about familiar and unfamiliar stories	Ask questions to find out more about key jobs	Ask questions to find out more about animals
	Develop social phrases and be able to answer the register using 'Good morning' or 'Good afternoon'	Describe events and celebrations in some detail (Christmas, Remembrance etc.)	Engage in non- fiction books about senses	Retell stories	Learn and use new vocabulary linked to jobs that help us	Learn and use new vocabulary linked to animals and habitats
	Begin to understand how to listen and why it is important	Learn and perform songs in the Nativity	Hold conversations with adults and peers	Ask questions to story characters (teacher-in-role)	Articulate ideas in full sentences	Articulate ideas in well-formed sentences
	Learn new vocabulary linked to school and self	Engage in talk- partner tasks		Learn and use new vocabulary linked to story telling	Engage in non- fiction books about jobs	Engage in non- fiction books about animals
				Connect one idea to another using simple		

	Engage in short story times			connectives (oral story telling)		
	Listen to and learn rhymes and simple songs					

End Point Communication & Language ELGs

ELG Listening and Understanding

- 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.
- 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.

ELG Speaking

- 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

Next step:

The Prime areas of the EYFS curriculum are vital to ensure a child has the foundations to become an effective learner. By reaching the Early Learning Goals in Communication & Language, children will have the knowledge and skills to enable them to flourish as they begin to access the National Curriculum. Any children not reaching the expected standard by the start of Year 1 will need tailored support to help them achieve these goals.

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PHYSICAL DEVELOPMENT (PD)

Please note that physical development skills and knowledge are continually being taught and developed in the EYFS. Below is a guide of how we build on the progression of these skills, but we know that children all begin from a unique starting point and progression and skill development will vary according to the individual child.

EYFS KNOWLEDGE & SKILLS	<i>Consolidation of the prerequisite nursery skills</i>	Use core muscle strength when sitting on the floor	Use core muscle strength when sitting on the floor or at a table	Use core muscle strength when sitting on the floor or at a table	Use core muscle strength when sitting on the floor or at a table, developing good habits for writing	Use core muscle strength when sitting on the floor or at a table, developing good habits for writing
	Begin to use core muscle strength when sitting on the floor	Refine the movement skills already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing)	Develop overall body strength, coordination, balance & agility (Sport Coach PE/large apparatus)	Develop overall body strength, coordination, balance & agility (Sport Coach PE/large apparatus)	Move with developing control & grace (gym/dance/yoga)	Move with developing control & grace (gym/dance/yoga)
	Revise the movement skills already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing)	To negotiate space and obstacles safely (bikes/trikes/playgro und time)	Develop range of ball skills	Refine fine motor skills using a range of tools confidently	Refine fine motor skills using a range of tools confidently	Refine fine motor skills using a range of tools confidently
	Develop fine motor skills	Develop fine motor skills (threading, pencils, chalks,	Develop fine motor skills using a range of tools		To develop accuracy and care when drawing	Explore and practise cursive writing skills in

	(knives, forks, paint brushes, playdough, peg board)	colouring crayons/felts, whiteboard pens) Hold a pencil effectively in preparation for writing		Begin to develop the foundations of a handwriting style that is fast, accurate and efficient	Continue to develop the foundations of a handwriting style that is fast, accurate and efficient	preparation for Year 1
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End Point
Physical Development ELGs

ELG Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, e.g. running, jumping, dancing, hopping, skipping and climbing.

ELG Fine Motor Skills

- 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, paint brushes and cutlery.
- Begin to show accuracy and care when drawing

Next step:

The Prime areas of the EYFS curriculum are vital to ensure a child has the foundations to become an effective learner. By reaching the Early Learning Goals in Physical Development, children will have the knowledge and skills to enable them to flourish as they begin to access the National Curriculum. Any children not reaching the expected standard by the start of Year 1 will need tailored support to help them achieve these goals.

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LITERACY

Please note that we follow the Read Write Inc phonics scheme to develop our children's knowledge and skills in Literacy. We know that our children all begin from a unique starting point and the progression and skill development in Literacy will vary according to the individual child.

EYFS KNOWLEDGE & SKILLS

*Consolidation of
the prerequisite
nursery skills*

Introduction of the
Read Write Inc
phonics scheme

Recognise
individual letters
and say the
sounds for them

Begin to form
lower case letters
(RWI scheme)

Continuation of the
Read Write Inc
phonics scheme

Recognise
individual letters
and some
digraphs (special
friends) in Set 1

Blend single letter
sounds

Form lower case
letters

Spell simple words
identifying the
sounds and writing
the letters

Continuation of
the Read Write
Inc phonics
scheme

Recognise
individual letters
and digraphs
(special friends)
in Set 1

Blend single
letter sounds and
taught digraphs
(special friends)

Read simple
'Ditty sheets'

Write simple
phrases

Continuation of
the Read Write
Inc phonics
scheme

Recognise
individual letters
and some
digraphs (special
friends) in Set 2

Begin to blend
words containing
4 to 5 sounds

Begin to
recognise some
common
exception words

Continuation of the
Read Write Inc
phonics scheme

Recognise
individual letters
and some digraphs
(special friends) in
Set 2

Blend words
containing Set 2
sounds

Recognise some
common exception
words

Continuation of the
Read Write Inc
phonics scheme

Recognise
individual letters
and digraphs
(special friends) in
Set 2

Blend words
containing Set 2
sounds

Recognise some
common exception
words

				Read Red story books Write short sentences Write about characters and events in known fairy tales	Read Green story books Write short sentences, re-reading for sense Write about people who help us	Read Green (or Purple) story books Write short sentences, re-reading for sense Write about animals
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End Point Literacy ELGs

ELG Comprehension

- 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, non-fiction, rhymes and poems and during role-play.

ELG Word Reading

- 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.

ELG Writing

- 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 sentences that can be read by others.

Next step:

By reaching the Early Learning Goals in Literacy, children will have the knowledge and skills to enable them to flourish as they begin to access the National Curriculum. Literacy skills are vital in the key subjects of the National Curriculum including English, Maths, Science, DT, History, Geography, Art & Design, MFL and for the study of RE and RSHE. Any children not reaching the expected standard by the start of Year 1 will need tailored support to help them achieve these goals.

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MATHEMATICS

Our children all begin from a unique starting point and knowledge and skill development in Maths will vary according to the individual child.

EYFS KNOWLEDGE & SKILLS

*Consolidation of
the prerequisite
nursery skills*

We use Mastering
Number to develop
our children's
knowledge and
mastery of
number. Children
develop skills
including:
-Subitising
-Counting,
Cardinality &
Ordinality
-Composition
-Comparison

We also follow the
White Rose Maths
Scheme which

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builds children's
knowledge & Skills
in Maths through a

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We also follow the
White Rose Maths
Scheme which
builds children's
knowledge & Skills
in Maths through a
number of key
units:

	builds children's knowledge & Skills in Maths through a number of key units: Getting to Know You Match, Sort & Compare Talk About Measures & Patterns We also use Number blocks and Ten Town to support children's knowledge and skills in Maths	number of key units: It's Me 1,2,3 Circles & Triangles 1,2,3,4,5 Shapes With 4 Sides We also use Number blocks and Ten Town to support children's knowledge and skills in Maths	knowledge & Skills in Maths through a number of key units: Alive in 5 Mass & Capacity Growing 6, 7, 8 Length, Height & Time We also use Number blocks and Ten Town to support children's knowledge and skills in Maths	knowledge & Skills in Maths through a number of key units: Building 9 &10 Exploring 3D Shapes We also use Number blocks and Ten Town to support children's knowledge and skills in Maths	number of key units: To 20 & Beyond How Many Now Manipulate, Compose & Decompose We also use Number blocks and Ten Town to support children's knowledge and skills in Maths	Sharing & Grouping Visualise, Build & Map Make Connections We also use Number blocks and Ten Town to support children's knowledge and skills in Maths
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End Point Mathematics ELGs

ELG Number

- Have a deep understanding of number to 10, including the composition of each number; Subsidise (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.

ELG Numerical Patterns

- 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.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Next step:

By reaching the Early Learning Goals in Mathematics, children will have the knowledge and skills to enable them to flourish in Key Stage 1. Maths skills are vital in order for children to be able to access the Key Stage 1 Maths National Curriculum. Any children not reaching the expected standard by the start of Year 1 will need tailored support to help them achieve these goals.

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UNDERSTANDING THE WORLD (UTW)

Please note, we know that our children all begin from a unique starting point and start our school with varying life experiences. The knowledge and skill development in this area will vary according to the individual child.

EYFS KNOWLEDGE & SKILLS

*Consolidation of
the prerequisite
nursery skills*

Talk about my
family, my friends
and where I live

Exploring the local
school
environment

Understand that
adults have
different roles in
our school

Talk about events
and describe
images of events
happened in the
past (e.g.
Gunpowder Plot)

Understand that
we were all babies
once (link to
Nativity story)

Develop an
understanding of
the past

Know that people
celebrate special
times in different
ways (Diwali,

Exploring the
natural world
around us using
the 5 senses

Describing what
can be seen,
heard and felt
outdoors

Explore
characters from
traditional stories
and compare
them to other
known
characters

Further exploring
the world around
us and
understanding
seasonal
changes
(Seasonal Walk)

Know, meet and
talk about the
people who can
help us

Recognise that
people have
different beliefs
and special
stories. RE-
exploring special
stories from key
world beliefs

Compare different
religious beliefs
and think about
comparisons and
differences

Understand that
some places are
special to
members of their
community
Including our local
church (visit)

Exploring the world
round us on trip to
Wingham Wildlife
Park

Explore animals by
finding minibeasts
and making
observations and
drawings of them

		Christmas around the world) Exploring the world around us and understanding seasonal changes (Seasonal Walk)			Knowing some similarities and differences between life in other countries (French Day & Geography Day) Recognising some places are different to where we live (Geography Day- Antarctica)	
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End Point
Understanding the World ELGs

ELG Past and Present

- 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.

ELG People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- To 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.

ELG Natural World

- 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.

Next step:

By reaching the Early Learning Goals in Understanding the World, children will have the knowledge and skills to enable them to flourish as they begin to access the National Curriculum. Understanding the World skills and knowledge are vital in the key subjects of the National Curriculum including English, Science, History, Geography and for the study of RE and RSHE. Any children not reaching the expected standard by the start of Year 1 will need tailored support to help them achieve these goals.

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EXPRESSIVE ARTS & DESIGN (EAD)

Please note that the development of expressive art and design skills and knowledge are continually being taught and developed in the EYFS. Below is a guide of how we build on the progression of these skills, but we know that children all begin from a unique starting point and progression and skill development will vary according to the individual child.

EYFS KNOWLEDGE & SKILLS

*Consolidation of
the prerequisite
nursery skills*

Begin to explore
and select
resources to
create artistic
effects

Sing simple
songs and
nursery rhymes
as a class

Move to music

Create
collaboratively
and share ideas
and resources
with peers

Explore and
engage in music
making and
dance,
performing in our
Nativity
performance

Take on roles
retelling the
Nativity story

Safely use a
range of
materials
including
chalk, paint,
collage, junk
modelling,
construction

Share
creations and
talk about how
they were
made

Consider how
to make

Use props and
materials to
retell
traditional tales

Take on roles,
playing
characters in
traditional tales

Move in time
to music and
learn simple
songs during
Traditional
Tales Listen &
Play sessions

Develop and invent
storylines for narratives
using small world toys
(linked to topic e.g. Fireman
Sam, Imaginext City)

Develop and invent
storylines for play using
People Who Help Us
roleplay (firefighters, police
officers,
doctors/nurses/hairdressers,
builders etc.)

Use a range of
resources and
techniques to
create animal
inspired art

Roleplay how to
represent
different animals
using musical
instruments and
body
movements

			adaption to creations Learn and sing the 5 Senses song/s			
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End Point
Expressive Art & Design ELGs

ELG 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.
- Make use of props and materials when role playing characters in narratives and stories.

ELG Being Imaginative and Expressive

- Invent, adapt and recount narratives and 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.

Next step:

By reaching the Early Learning Goals in Expressive Arts & Design, children will have the knowledge and skills to enable them to flourish as they begin to access the National Curriculum. Art & Design skills are vital in the key subjects of the National Curriculum including English, DT, Art & Design and Music. Any children not reaching the expected standard by the start of Year 1 will need tailored support to help them achieve these goals.