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| **../../Desktop/Screenshot%202022-03-01%20at%2015.57.32.png** | **Early Years Foundation Stage Skill Progression** |
| **St Mary’s RC Primary School Progression of Communication and Language** |
| **Skill** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **E.L.G** |
| **Listening, Attention and Understanding** | To understand how to listen carefully To understand why listening is important To be able to follow directions  | To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions To respond to instructions with more than one step  | To ask questions to find out more To begin to understand humour To understand a range of complex sentence structures  | To retell a story To follow a story without pictures or props  | To understand questions such as who, what, where, when, why and how  | To have conversations with adults and peers with back and forth exchanges  | 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 conversations when engaged in back-and-forth exchanges with their teacher and peers.  |
| **Speaking** | To talk in front of a small group To talk to class teacher and TAs To learn new vocabulary  | To answer questions in front of whole class. To use new vocabulary throughout the day  | To develop the confidence to talk to other adults they see on a daily basis To talk in sentences using conjunctions e.g. and, because  | To share their work to the class- standing up at the front To use new vocabulary To engage in non-fiction books  | To link statements and stick to a main theme To use talk to organise, sequence & clarify thinking, ideas, feelings and events  | To talk to different adults around the school To talk about why things happen To talk in sentences using a range of tenses  | 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.  |
| **St Mary’s RC Primary School Progression of Personal, Social and Emotional Development** |
| **Skill** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **E.L.G** |
| **Self-Regulation** | To recognise different emotions To understand how people show emotions To focus during short whole class activities To follow one- step instructions  | To talk about how they are feeling To begin to consider the feelings of others To adapt behaviour to a range of situations  | To focus during longer whole class lessons To follow two- step instructions  | To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others  | To control their emotions using a range of techniques To set a target and reflect on progress throughout  | To maintain focus during extended whole class teaching To follow instructions of three steps or more  | 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 focussed 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.  |
| **Managing Self** | To wash hands independently To put coat and socks on independently To get changed for P.E with support To explore different areas within the Year R environment To use the toilet independently  | To develop class rules and understand the need to have rules To put P.E kit on independently To have confidence to try new activities  | To begin to show resilience and perseverance in the face of challenge To practise doing up a zipper To practise doing buttons To practise doing up buckles  | To develop independence when dressing and undressing for activities such as P.E  | To identify and name healthy foods To manage own basic needs independently  | To understand the importance of healthy food choices To show resilience and perseverance in the face of challenge To show a ‘can do’ attitude To put uniform on and do up zippers, buttons and buckles with minimal support  | 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.  |
| **Building Relationships** | To seek support of adults when needed To gain confidence to speak to peers and adults  | To play with children who are playing with the same activity To begin to develop friendships To have positive relationships with all Year R staff | To begin to work as a group with support To use taught strategies to support turn taking  | To listen to the ideas of other children and agree on a solution and compromise  | To work as a group To begin to develop relationships with other adults around the school  | To have confidence to communicate with adults around the school To have strong friendships  | 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.  |
| **St Mary’s RC Primary School Progression of Physical Development** |
| **Skill** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **E.L.G** |
| **Gross Motor Skills** | To move safely in a space To stop safely To develop control when using equipment To follow a path and take turns To work co- operatively with a partner  | To balance To run and stop To change direction To jump To hop To explore different ways to travel using equipment  | To roll and track a ball To develop accuracy when throwing to a target To dribble using hands To throw and catch with a partner To dribble a ball using feet To kick a ball to a target  | To create short sequences using shapes, balances and travelling actions To balance and safely use apparatus To jump and land safely from a height To develop rocking and rolling To explore traveling around, over and through apparatusTo create short sequences linking actions together and including apparatus   | To use counting to help to stay in time with the music when copying and creating actions To move safely with confidence and imagination, communicating ideas through movement To explore movement using a prop with control & co- ordination To move with control and co- ordination, expressing ideas through movement To move with control and co- ordination, copying, linking & repeating actions  | To develop accuracy when throwing and practise keeping score To follow instructions and move safely when playing tagging games To learn to play against an opponent To play by the rules and develop coordination To explore striking a ball and keeping score To work cooperatively as a team  | 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** | To use a dominant hand To mark make using different shapes To begin to use a tripod grip when using mark making tools To use tweezer to transfer objects To thread large beads To use large pegs To begin to copy letters To hold scissors correctly and make snips in paper To hold a fork and spoon correctly   | To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut along a straight and zigzagged lines To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures To write taught letters using correct formation To begin to hold a knife correctly and use to cut food with support.  | To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line To thread small beads To use small pegs To write taught letters using correct formation To use a hammer and saw  | To hold scissors correctly and cut out large shapes To write letters using the correct letter formation and control the size of letters To use a hammer, saw and screwdriver  | To hold scissors correctly and cut out small shapes To copy letters using a lead in and lead out To paint using thinner paintbrushes  | To hold scissors correctly and cut various materials To create drawings with details To copy letters using a lead in and lead out To independently use a knife, fork and spoon to eat a range of meals  | Hold a pencil effectively in preparations 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.  |
| **St Mary’s RC Primary School Progression of Literacy** |
| **Skill** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **E.L.G** |
| **Comprehension** | To use pictures to tell stories To sequence familiar stories To independently look at book, holding them the correct way and turning pages  | To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes  | To act out stories To begin to predict what may happen in the story To suggest how a story might end  | To retell a story To follow a story without pictures or props To talk about the characters in the books they are reading  | To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books  | To answer questions about what they have read To know that information can be retrieved from books  | 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.  |
| **Word Reading** | To recognise their name To recognise taught Set 1 sounds **(m a s d t, i n p g o, c k u b, f e)** To recognise taught Red Words the, I, put, my, of, no, forTo begin to blend sounds together to read words using the taught sounds  | To recognise taught Set 1 sounds (m a s d t, i n p g o, c k u b, f e l h sh, r j v y w, th z ch qu x ng nk)To recognise taught red words the, I, put, my, of, no, for he she we be me your said go do you are To blend sounds to read words using taught sounds To read words ending with s e.g. hats, sits To read words ending with s /z/ e.g. his, bags To begin reading captions and sentences using taught sounds To read books matching their phonics ability  | To recognise taught set 1 and 2 sounds (m a s d t, i n p g o, c k u b, f e l h sh, r j v y w, th z ch qu x ng nk) ay, ee, igh, ow, oo, oo, arTo recognise taught red words (the, I, put, my, of, no, for he she we be me your said go do you are was, want, all, what, they, to, by, so, herTo read words with double letters To begin to read longer words To recognise taught digraphs in words and blend the sounds together To read sentences containing Tricky Words and digraphs To read books matching their phonics ability  | To recognise taught Set 1 and 2 sounds (m a s d t, i n p g o, c k u b, f e l h sh, r j v y w, th z ch qu x ng nk) ay, ee, igh, ow, oo, oo, ar or, air, ir, ou, oy To recognise taught Red words the, I, put, my, of, no, for he she we be me your said go do you are was, want, all, what, they, to, by, so, her I’ve some come call tall small many any one anyone babyTo read longer words including those with double letters To read words with s/z/ in the middle To read words with s and s/z/ at the end To read sentences containing Tricky Words and digraphs To read books matching their phonics ability   | To recognise taught Set 1 and 2 sounds To recognise taught Set 3 sounds ea, oi, a\_e, i\_e, o\_e, u\_e Aw, are, ur, er, ow, aiTo recognise taught Red words the, I, put, my, of, no, for he she we be me your said go do you are was, want, all, what, they, to, by, so, her I’ve some come call tall small many any one anyone baby people school who should could would where there To read words with short vowels and adjacent consonants To read longer words To read compound words To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -est) To read longer sentences containing Red Words To read books matching their phonics ability  | To recognise taught Set 1 and 2 sounds To recognise taught Set 3 sounds ea, oi, a\_e, i\_e, o\_e, u\_e Aw, are, ur, er, ow, ai Oa, ew, ire, ear, ure, tion, cious To recognise taught Red words (the, I, put, my, of, no, for he she we be me your said go do you are was, want, all, what, they, to, by, so, her I’ve some come call tall small many any one anyone baby people school who should could would where there love, talk, walk, water, ball, here, were, great To read words with short vowels and adjacent consonants To read longer words & compound wordsTo read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed, - ed /d/, - er, -est) To read longer sentences containing Red words To read books matching their phonics ability  | 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.  |
| **Writing** | To copy their name To give meanings to the marks they make To copy taught letters To write initial sounds To begin to write CVC words using taught sounds  | To write their name To use the correct letter formation of taught letters To write words and labels using taught sounds To begin to write captions using taught sounds  | To form lower- case letters correctly To begin to write sentences using fingers spaces To understand that sentences start with a capital letter and end with a full stop To spell words using taught sounds To spell some taught tricky words correctly  | To form lower- case letters correctly and begin to former capital letters To write sentences using finger spaces and full stops To spell words using taught sounds To spell some taught tricky words correctly  | To form lower- case and capital letters correctly To begin to copy letters using a lead in and lead out To begin to write longer words which are spelt phonetically To begin to use capital letters at the start of a sentence To use finger spaces and full stops when writing a sentence To spell some taught tricky words correctly To begin to read their work back  | To form lower- case and capital letters correctly To copy letters using a lead in and lead out To begin to write longer words and compound words which are spelt phonetically To write sentences using a capital letter, finger spaces and full stop To spell some taught tricky words correctly To read their work back and check it makes sense  | 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.  |
| **St Mary’s RC Primary School Progression of Mathematics** |
| **Skill** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **E.L.G** |
| **Number** | To recognise numbers 1-3 To begin to subitise to 3 To find one more of numbers to 3 To find one less of numbers to 3 To explore the composition of 2 and 3  | To recognise numbers 1-5 To begin to subitise to 5 To find one more of numbers to 5 To find one less of numbers to 5 To explore the composition of 4 and 5  | To recognise numbers 0-8 To subitise to 5 To find one more of numbers to 8 To find one less of numbers to 8 To explore the composition of 6, 7 and 8 To match the number to quantity To know addition facts to make 5  | To recognise numbers 0-10 To explore the composition of 9 and 10 To practise number bonds to 10 To know addition facts to make 5 To find one more of numbers to 10 To find one less of numbers to 10 To estimate a number of objects  | To recognise numbers to 20 To revise number bonds to 5 To explore how to make numbers above ten using tens and ones To match the number to quantity  | To solve simple number problems To recap the composition of each number to 10 To know addition and subtraction facts to 10 To know doubling facts  | 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 doubling facts.  |
| **Numerical Pattern** | To say which group has more To say which group has less To compare quantities to 3 To count to 5  | To compare quantities to 5 To compare equal and unequal groups To count to 10  | To count to 15 To count objects to 10 To compare quantities to 8 To begin to understand the different between odd and even numbers up to 8 To combine two groups of objects  | To count to 20 To compare quantities to 10 To explore odd and even numbers To order numbers to 10 To count back from 10 To combine two groups of objects To take away objects and count how many are left To find the missing number  | To count to 25 To add numbers To subtract numbers To find the missing number To order numbers to 20 To order numbers e.g. 13, 15, 19 To find the missing number in an addition and subtraction sentence problems  | To count to 30 and beginning to count higher (100). To know that 1, 3, 5, 7 and 9 are odd To know that 2, 4, 6, 8, 10 are even To double numbers up to 10 To find half of numbers up to 10 To share quantities equally To combine groups of 2s, 5s and 10s  | 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.  |
| **Shape, Space and Measure** | To match objectsTo sort objects To compare capacity, length, height, size. To recognise and name circle and triangle To make pictures with shape arrangements To begin to name 3D shapes To explore the properties of 3D shapes  | To recognise and name square and rectangle To use positional language To place items to where have been described.  | To order objects by height and length To measure height using cubes To measure weight.To use language such as; heavier and lighter | To begin to name 3D shapes To explore the properties of 3D shapes To finish a repeating pattern of 2 objects or colours  | To measure capacity To describe the properties of 3D shapes To make pictures with shape arrangements To recognise the time to o’clock  | To recognise and add money To finish a repeating pattern To make patterns using shapes  | There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure  |
| **St Mary’s RC Primary School Progression of Understanding the World** |
| **Skill** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **E.L.G** |
| **Past and Present** | To know about my own life-story To know how I have changed To talk about the lives of the people around us. To know that the emergency services exist and what they do.  |  To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas)  | To know about the past through settings, characters and events encountered in books read in class and storytelling David Attenborough  | To know about the past through settings, characters and events encountered in books read in class and storytelling To know about figures from the past (Neil Armstrong and Tim Peake) | To know about the past through settings, characters and events encountered in books read in class and story telling (Farming) To know about The Queen’s life and celebrate her Platinum Jubilee.  | To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Seaside)  | 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 experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.  |
| **People, Culture and Communities** | To know about family structures and talk about who is part of their family To identify similarities and differences between themselves and peers. To know the name of the village the school is in. To know about features of the immediate environment. To know that there are many countries around the world.  | To talk about how Hindus celebrate Diwali To talk about the Christmas Story and how it is celebrated To know that people around the world have different religions  | To talk about Chinese New Year. To know about people who help us within the local community,  | To know that Christians celebrate Easter.  | To know that people in other countries may speak different languages (French)  | To know that people in other countries may speak different languages (French) To know that simple symbols are used to identify features on a map  | Describe their immediate environment using knowledge from observation, discussion, stories, non- fiction, texts and maps. 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 (where appropriate) maps.  |
| **The Natural World** | To ask questions about the natural environment. To respect and care for the natural environments  | To know about and recognise the signs of Autumn To know about features of the world and Earth  | To know about and recognise the signs of Winter To know some important processes and changes in the natural world including states of matter (freezing) To know about different habitats To know about endangered animalsTo know how we can help the environment.  | To know about and recognise the signs of Spring To know about features of my own immediate environment and how they might vary from another.  | To observe the growth of seeds and talk about changes To know how to care for growing plants To learn about lifecycles of plants and animals To know that some animals are nocturnal To plant seeds  | To know about and recognise the signs of Summer To know that some things in the world are man-made and some things are natural To harvest grown fruit and vegetables To know some important processes and changes in the natural world including states of matter (melting, floating and sinking) | xplore 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 season and changing states of matter.  |
| **Technology** | To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons To learn about e- safety To explore how a Bee-Bot works  | To know how to operate simple equipment To draw pictures on IWB and begin to change colours To use the iPad to take pictures To explore how a Bee-Bot works  | To access, understand and interact with a range of technology within the Year R environment To draw pictures on IWB, changing colour and pen size  | To use the IWB, changing games and programmes  | To use the internet with adult supervision to find and retrieve information  | To begin to give reasons why we need to stay safe online To use the Bee- Bots and program them to go forwards and backwards To type their name using a laptop  | There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.  |
| **St Mary’s RC Primary School Progression of Expressive Arts and Design** |
| **Skill** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **E.L.G** |
| **Creating with Materials** | To name colours To experiment with mixing colours To create simple representations of people and objects To draw and colour with pencils and crayons To role play using given props and costumes To explore different techniques for joining materials (Glue Stick) To know how to work safely and hygienically To use non- statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting) – Sandwiches To use different construction materials  | To use colours for a particular purpose To share their creations To explore different techniques for joining materials (Glue Stick, PVA) To know how to work safely and hygienically To use non- statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring) – Sandwiches, Fruit Kebab To use natural objects to make a piece of art (Leaf man)  | To experiment with different mark making tools such as art pencils, pastels, chalk To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape) To know how to work safely and hygienically To use non- statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring, mixing) Sandwiches, Fruit Kebab, Biscuits  | To share creations and talk about the process To plan what they are going to make (cooking, wood work, construction, junk modelling) To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins) To make props and costumes for different role play scenarios To know how to work safely and hygienically To use non- statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating) Sandwiches, Fruit Kebab, Biscuits, Salads To use tools to cut and join wood using different nails and screws To know the names of tools  | To know which prime colours you mix together to make secondary colours To use natural objects to make a piece of art (Andy Goldsworthy) To draw more detailed pictures of people and objects To manipulate materials To create observational drawings To know how to work safely and hygienically To use non- statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours) Sandwiches, Fruit Kebab, Biscuits, Salads To use tools to cut and join wood To know the names of tools  | To know some similarities and differences between materials To learn about and compare artists (Janet Bell and Henri Matisse) To explore, use and refine a variety of artistic effects to express their ideas and feeling To share creations, talk about process and evaluate their work To adapt work where necessary  | 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.  |
| **Being Imaginative and Expressive** | To sing and perform nursery rhymes To join in with whole school singing assemblies To experiment with different instruments and their sounds To talk about whether the like or dislike a piece of music To create musical patterns using body percussion To use costumes and resources to act out narratives  | To perform songs in the Christmas Play To learn and perform a poem for the class assemblyTo join in with whole school singing assemblies To pitch match To sing the melodic shape of familiar songs To begin to build up a repertoire of songs To sing entire songs To use costumes and resources to act out narratives  | To join in with whole school singing assemblies To create musical patterns using untuned instruments To begin to create costumes and resources for role play Perform a song using musical instruments in front of an audience.  | To join in with whole school singing assemblies To associate genres of music with characters and stories To create costumes and resources for role play  | To move in time to music To learn dance routines To join in with whole school singing assemblies To act out well know stories To follow a musical pattern to play tuned instruments To create narratives based around stores  | To perform in the end of year performance (songs, poems, stories, dance) To listen to poems and create their own To join in with whole school singing assemblies To create own compositions using tuned instruments To invent their won narratives, making costumes and resources  | Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.  |