



Hallaton Primary School Skills Progression 2022-23

Early Years Foundation Stage Aims:

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- **Quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind
- **A secure foundation** through planning for the learning and development of each individual child, assessing and reviewing what they have learnt regularly
- **Partnership working** between practitioners and with parents and/or carers
- **Equality of opportunity** and anti-discriminatory practice, ensuring every child is included and supported

Hallaton CE primary School Progression of Communication and Language

| Skill | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | ELG |
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| 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 conversation when engaged in back-and-forth exchanges with their teacher and peers |
| Speaking | To talk in front of a small group. To talk to their teacher and other supporting adults. To learn new vocabulary linked to the project learning. | To answer questions in front of a whole class. To use new vocabulary throughout their learning and play. | To develop confidence to talk to other adults they know at school. To talk in sentences using a conjunction e.g. and or because. | To share their work with others. To use new vocabulary in a range of contexts. To engage in non-fiction books. | To link statements and stick to a main theme. To use talk to organise, sequence and clarify their thinking, ideas, feelings and events. | To talk to a range of 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. |

Progression of Personal, Social and Emotional Development

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| 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 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. |
| 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 and swimming | 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. |

Progression of Physical Development

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| Gross motor skills | To move safely in a space To stop safely | To roll and track a ball | To use counting to help to stay in time with the music when | To create short sequences using shapes, balances | To develop accuracy when throwing and | To follow instructions and move safely when | Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when |
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| | <p>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</p> | <p>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</p> | <p>copying and creating actions To move safely with confidence and imagination, communicating ideas through movement To explore movement using a prop with control and co-ordination To move with control and co-ordination, expressing ideas through movement</p> | <p>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 apparatus To create short sequences linking actions together and including apparatus To remember and repeat actions, exploring pathways and shapes</p> | <p>practise keeping score To play by the rules and develop coordination</p> | <p>playing tagging games To learn to play against an opponent To explore striking a ball and keeping score To work cooperatively as a team</p> | <p>playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> |
| <p>Fine Motor Skills</p> | <p>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</p> | <p>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 tap and pin</p> | <p>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</p> | <p>To hold scissors correctly and cut out large shapes To cut card using scissors To write letters using the correct letter formation and control the size of letters To use a hammer, saw and screwdriver</p> | <p>To hold scissors correctly and cut out small shapes To paint using thinner paintbrushes</p> | <p>To hold scissors correctly and cut various materials To create drawings with details independently use a knife, fork and spoon to eat a range of meals</p> | <p>- 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.</p> |

Progression of Literacy

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| <p>Comprehension</p> | <p>To use pictures to tell stories. To listen to stories read and engage in story time. To independently look at a book, holding it the correct way and turning pages carefully.</p> | <p>To sequence familiar stories. To join in with repeated phrases and actions in stories. To begin to answer questions about stories read to them. To enjoy an increasing range of books, which may include fiction, non-fiction, poems and rhyme.</p> | <p>To role play and act out stories they have heard. To begin to understand the sequence of a story, identifying the beginning, middle and end.</p> | <p>To begin to predict what might happen next in a story. To suggest what might happen at the end of a story. To retell a story, they have heard. To follow a story without pictures of props. To identify and talk about the characters in books they are enjoying listening to or reading.</p> | <p>To begin to answer questions about what they have read. To use vocabulary that is influenced by their experience of books.</p> | <p>To answer questions about what they have read. To know information can be retrieved from books. To use a book to find the answer to a given question.</p> | <p>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.</p> |
| <p>Word Reading</p> | <p>To recognise their name To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l) To recognise taught Phase 2 Tricky Words</p> | <p>To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k) To recognise taught Phase 2 Tricky Words 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</p> | <p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r) To recognise taught Phase 2 and 3 Tricky Words To 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</p> | <p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r) To recognise taught Phase 2 and 3 Tricky Words To read longer words including those with double letters To read words with s/z/ in the middle To read words with -es/z/ at the end To read words with s and s/z/ at the end</p> | <p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r) To recognise taught Phase 2, 3 and 4 Tricky Words To read words with short vowels and adjacent consonants To read longer words To read compound words To read words ending in suffixes</p> | <p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r) To recognise taught Phase 2, 3 and 4 Tricky Words To read words with phase 3 long vowel sounds with adjacent consonants To read longer words To read compound words To read words ending in suffixes</p> | <p>Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> |

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| | | To read books matching their phonics ability | | To read sentences containing Tricky Words and digraphs To read books matching their phonics ability | (-ing, -ed /t/, -ed /id/, -est) To read longer sentences containing Phase 4 words and Tricky Words To read books matching their phonics ability | (-ing, -ed /t/, -ed /id/, -ed, -ed /d/, -er, -est) To read longer sentences containing Phase 4 words and Tricky Words To read books matching their phonics ability | |
| Writing | To copy letter shapes which are familiar to them e.g. from their name. To give meaning to the marks they make as they write. To copy taught shapes and letters. To write the initial sounds in words. 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, from the correct starting point. To begin to write sentences using finger spaces. To spell words using taught sounds, including special friends. To spell some tricky words correctly. | To begin to form capital letters correctly. To understand that sentences start with a capital letter and end with a full stop. To write sentences using finger spaces and full stops. To spell words using taught sounds, including special | To form lower and capital letters correctly. To begin to write longer words which are spelt phonetically. To begin to use a capital letter at the start of a sentence. To begin to read their written work back and check for meaning. To use finger spaces when writing a sentence. | To form lower and capital letters correctly. To write sentences using a capital letter, finger spaces and a full stop. To begin to read their written work back and check for meaning. | - 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. |

Progression of Mathematics

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| Number | 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 numbers to 5. To match the written numeral to a quantity to 5. To know addition facts to make 5. | To recognise numbers 6-10. To begin to subitise to 10. To find one more of numbers to 10. To find one less of numbers to 10. To explore the composition of numbers to 10. To match the written numeral to a quantity to 10. To continue to recall addition facts that make 5 and identify the subtraction facts. To estimate a number of objects. To practise pairs of numbers that make 10. To begin to learn double facts. | To recognise numbers to 20. To revise pairs of numbers which equal 5. To continue to practise recalling pairs of numbers that make 10. | To know addition and subtraction facts to 10. To recall double facts to 10. To explore how to make numbers above ten using tens and ones. | Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. |
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| Numerical Patterns | <p>To identify which group of objects has more. To identify which group of objects has less. To compare quantities up to 5. To compare equal and unequal groups. To count forward to 5 and then to 10. To count backward from 5 to 0 and then 10 to 0. To order numbers to 5.</p> | <p>To count to 15. To count given objects up to 10. To order numbers to 10. To compare quantities to 10. To find the missing number from a number line.</p> | <p>To understand the difference between odd and even numbers to 10. To count to 20 To combine two groups of objects by counting all of them together. To take objects away and count how many are left.</p> | <p>To add two given quantities to find the total. To subtract a one digit from another one-digit number. To count to 30. To order numbers to 20. To double numbers up to 10.</p> | <p>To know that 1, 3, 5, 7, 9 are odd numbers. To know that 2, 4, 6, 8 and 10 are even numbers. To find half of numbers up to 10. To share quantities equally. To combine groups of 2, 5 and 10s. To begin to count higher to 30 and beyond.</p> | <p>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.</p> |
| Space, Shape and Measure | <p>To sort objects against given criteria. To compare capacity, length, height and size. To complete a repeating pattern of 2 objects or colours. To recognise and name circle, square, rectangle and triangle. To begin to explore the properties of 2D shapes. To make shape pictures. To order days of the week. To sequence daily event using words related time.</p> | | <p>To measure height using cubes. To measure length using cubes. To begin to recognise times on the clock to o'clock. To begin to name 3D shapes: cube, sphere, cuboid, pyramid, cylinder. To begin to explore the properties of 3D shapes. To complete a repeating pattern with more than 2 variables of objects or colours.</p> | | | <p>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.</p> |

Progression of Understanding the World

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| Past and Present | <p>To know about my own life-story To be able to identify how they have changed from when they were a baby.</p> | <p>To know about figures from the past (Mary Anning) 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 talk about the lives of the people around us.</p> | <p>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 (Emergency Services)</p> | <p>To know about the past through settings, characters and events encountered in books read in class and storytelling</p> | <p>To know about the past through settings, characters and events encountered in books read in class and story telling (Farming)</p> | <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class</p> | <p>Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling</p> |
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| <p>People, culture and communities</p> | <p>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.</p> | <p>To talk about how Hindus celebrate Diwali To talk about the Christmas Story and how it is celebrated To know about people who help us within the local community. To identify different celebrations and how people celebrate.</p> | <p>To talk about Chinese New Year. To know about people who help us within the local community,</p> | <p>To know that Christians celebrate Easter.</p> | <p>To know that people in other countries may speak different languages</p> | <p>To know that simple symbols are used to identify features on a map</p> | <p>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 – when appropriate – maps.</p> |
| <p>The Natural World</p> | <p>To ask questions about the natural environment. To respect and care for the natural environments To talk about a simple map and draw information from it. To describe what they can see, hear,</p> | <p>To know about and recognise the signs of Autumn To know about features of the world and Earth</p> | <p>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)</p> | <p>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 plant seeds To know the different between herbivores and carnivores To know some important processes and changes in the natural world including states of matter (floating and sinking)</p> | <p>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 know about and compare different habitats</p> | <p>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)</p> | <p>Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> |

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| Technology | To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons | To learn about e-safety. To draw pictures of the IWB and be able to select colours. | To use the iPad to take pictures. To draw pictures of the IWB and be able to select colours and change pen size. | To use the IWB, changing games and programmes. | To explore how the Beebots work. | To give reasons why we need to stay safe online. | There are no early learning goals that directly relate to computing objectives, It is still expected that children will be introduced to appropriate technology and use it within their provision. |
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Progression of Expressive arts and design

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| Creating with Materials | To name colours. To create simple representations of people and objects. To explore different techniques for joining materials. To draw and colour with pencils and crayons. To experiment with colouring mixing. To use colours for a particular purpose. To explore the work by the artist's Picasso and Kandinsky To design and make a felt stocking. To explore different techniques for joining materials To use some cooking techniques | To experiment with different mark making tools such as art pencils, pastels, chalk. To explore a range of materials. To continue to explore joining techniques for a range of materials. To use collage materials and different textures to create puppets. To use some cooking techniques – Easter nests and pancakes. To know the names of tools | To use materials to explore sculpture. To explore the work by the artists Andy Goldsworthy (natural art) and Guiseppe Arcimboldo (fruit artwork). To be able to identify texture, shape and colour. To experiment with printing techniques. To share creations, talk about process and evaluate their work. To adapt work where necessary. To design and make models with a purpose. To know some similarities and differences between 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. |
| Being Imaginative and expressive | To experiment with different instruments and their sounds. To talk about whether they like/dislike a piece of music. To create musical patterns using body percussion. To use costumes, songs and resources to act out the Nativity. To sing and perform nursery rhymes | To join in with whole school singing assemblies. To create musical patterns using un-tuned instruments. To move in time to music and learn dance routines. To act out well-known stories. To associate genres of music with characters and stories | To join in with whole school singing assemblies. To create own compositions using tuned instruments To listen to poems and create their own To move in time to music To learn dance routines | 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. |