

Hallaton EYFS Skills Development Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Self-Regulation	<p>Begin to recognise and label emotions.</p> <p>Start to follow simple routines and expectations (e.g., lining up, tidying up).</p>	<p>Have an understanding of their own feelings and those others have feelings too which may not be the same.</p>	<p>To be able to focus during longer whole class lessons. Able to express emotions more appropriately.</p> <p>Listen and respond appropriately.</p>	<p>To identify and moderate their own feelings socially and emotionally. Begin to regulate emotions with support (calming strategies).</p>	<p>To be able to control their emotions using a range of techniques. (counting, breathing, removing self)</p> <p>Understand their own needs and be sensitive to the needs of others.</p>	<p>Show increasing independence, resilience and problem-solving skills</p> <p>Understand the impact of their actions on others.</p>	<p>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
Managing Self	<p>To independently be able to</p> <ul style="list-style-type: none"> - Use the toilet - Wash hands, - Change clothing and shoes <p>Explore their new environment and show an understanding of classroom/ school rules and routines.</p>	<p>To understand the need to have rules.</p> <p>To follow the school routines,</p> <p>Begin to take responsibly for personal belongings.</p>	<p>To begin to show resilience and perseverance in the face of a challenges.</p> <p>Talk about reasons for rules and explore right from wrong.</p>	<p>Manage own personal hygiene and talk about healthy practices. Show confidence in trying new activities.</p>	<p>To manage own basic needs independently.</p> <p>Solve conflicts in cooperative ways.</p>	<p>To be able to show a 'can do' attitude, demonstrating resilience when faced with new challenges.</p> <p>To understand the importance of healthy food choices.</p>	<p>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
Building Relationships	<p>To seek support from adults and gain confidence to speak to peers and adults. To play with children who are taking part in the same activity.</p>	<p>Begin to develop friendships. Share and take turns with some adult support.</p>	<p>Explore and learn to negotiate with peers, use taught strategies to support turn taking. Manage conflicts with support.</p>	<p>To listen to the ideas of other children and agree on a solution and compromise. Begin to negotiate in play and work cooperatively with others.</p>	<p>To work as a group. Demonstrating positive relationships with others</p> <p>Begin to how respect and empathy towards others.</p> <p>Play and interact confidently with peers and adults.</p>	<p>To be able to have confidence to communicate with adults around the school. Resolve conflicts independently or with minimal adult support.</p>	<p>- Work and play cooperatively and take turns with others;</p> <p>- Form positive attachments to adults and friendships with peers;</p> <p>- Show sensitivity to their own and to others' needs.</p>
Listening, Attention and Understanding	<p>To be able to understand how to listen carefully and know why it is important.</p>	<p>. Listen in different situations such as whole class, collective</p>	<p>Listen attentively during group activities and stories.</p> <p>To be able to ask questions to find out more and clarify thoughts.</p>	<p>To sequence a short story they have been told</p> <p>To begin to explore vocabulary used in stories to make</p>	<p>To be able to understand a question such as who, what, where, when, why and how.</p>	<p>To be able to have conversations with adults and peers with back-and-forth exchanges.</p>	<p>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p>

	Listen to stories with increasing attention. Follow simple one-step instructions (e.g., "Can you sit down?").	worship, small group Follow two-step instructions.		inferences about a character.	Listen and respond appropriately to longer stories or instructions.	Follow multi-step instructions.	<ul style="list-style-type: none"> - 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 be able to talk in front of small groups and their teacher offering their own ideas.	To be able to use new vocabulary throughout the day. Begin to express needs and preferences verbally.	Participate in short conversations, asking and answering questions. To talk in sentences using conjunctions e.g. and, because.	Begin to tell simple stories from personal experiences. Use new vocabulary to describe, experiences, feelings.	To use talk to organise, sequence and clarify thinking, ideas, feelings and events. Use complete sentences to communicate ideas and describe events.	To be able talk in full well-formed sentences using correct tenses. Speak clearly and confidently in group discussions and conversations. Retell familiar stories with increasing detail.	<ul style="list-style-type: none"> - 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.
Gross Motor Skills	To move safely in a space. Begin to develop balance and coordination (e.g., running, jumping, hopping). Explore basic movement (e.g., crawling, climbing).	Explore different ways to travel using equipment. Practice appropriate safety measures without direct supervision.	Show improved control when running, jumping, and climbing. Can begin to hop and skip with more coordination Develop basic movement and water confidence skills in swimming.	To jump and land safely from a height. To negotiate space and adapt speed to move safely around people in team games Explore different floating positions and gliding movements in swimming.	To move safely with confidence and imagination, communicating ideas through movement Demonstrate better coordination and spatial awareness (e.g., running, balancing on one foot).	To play by the rules and develop coordination. Can skip, hop, and perform basic gymnastic movements	<ul style="list-style-type: none"> - 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	Begin to use tripod grip when using mark making tools. Being to use scissors with support.	To begin to draw lines, circles and shapes to draw pictures. Use playdough/ clay/ salt dough to manipulate different shapes.	To handle scissors, pencil and glue effectively. Use tools with increasing precision (e.g., cutting, drawing). hold paper in position for writing Able to use cutlery appropriately.	Begin to write on the line controlling letter size Begin to demonstrate more complex hand-eye coordination (e.g., building intricate structures with blocks).	Hold scissors correctly and cut out small shapes. Use a range of tools confidently and accurately.	To form letters correctly using a tripod grip. Form recognisable numbers and letters.	<ul style="list-style-type: none"> - 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.

Comprehension	Independently looks at a book, holding it the correct way and turning pages. Show interest in listening to books and looking at pictures.	Engages and enjoys an increasing range of books. Make suggestions about what might happen in a story Retell a story with actions.	Acts out stories using recently introduced vocabulary. Predict what a text might be about.	To be able to talk about the characters in the books they are reading.	Retell a story using vocabulary influenced by their book. Discuss stories with others.	Able to answer questions about what they have read. Use new vocabulary in context.	<ul style="list-style-type: none"> - 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	Identify their name. Segment and blend sounds together to read CVC words.in line with their phonics taught sounds.	Begin to read captions and sentences.in line with their phonetic knowledge.	Recognise taught digraphs in words and blend the sounds together. Show an understanding of what they have read.	Read words containing taught tricky words Read words with more than one syllable.	Begin to show some fluency when reading including tricky words.	Read books that matching their phonics ability confidently. Show an understanding of what they have read, making inferences.	<ul style="list-style-type: none"> - 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 give meanings to the marks they make. Begin to write their name. Understand writing goes from left to right Write the initial sounds of many words.	Forms most letters correctly. Write their own name Write CVC words.	Write CVC words Begin to write simple sentences using CVC words and their phonic knowledge Begin to read back their writing.	Write labels/phrases representing the sounds with a letter/letters. Begin to use capital letters to start their captions/sentences.	Write words which are spelt phonetically. Explore the use finger spaces, capital letters and full stops. Begin to write taught tricky words.	Write sentences confidently using phonic knowledge and appropriate punctuation. Develop secure handwriting Begin to read back their writing and edit mistakes.	<ul style="list-style-type: none"> - 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.
Number	Begin to Subitise numbers -5 Have a deep understanding of numbers 1 – 3. Count objects using 1-1 correspondence Count actions and sounds.	subitise and represent numbers 1-5 Have a deep understanding of numbers 1 - 5. count up to 5 objects (including different sized objects) moving each as they are counted.	Have a deep understanding of numbers 1 – 8. I understand that objects can be counted in any order or arrangement and the answer is still the same.	Have a deep understanding of numbers 1 – 10 Have an awareness of number bonds – 10	Fast recall of number bonds to 5 and some to 10 Compare, order and make 10 in different ways.	Know number bonds to 10 including doubling facts.	<ul style="list-style-type: none"> - 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 double facts.

Numerical Patterns	Verbally say which group has more or less. Recognise and create simple ABA patterns Match items that are the same Identify odd one out.	Compare equal and unequal groups using terms more and less. Identify circles and triangles, begin to develop spatial awareness.	Explore number composition Create ABBA, AABB and a variety of patterns Sort and match items and give reasons why Explore concepts of mass and capacity.	Identify some 3d shapes begin to compose and decompose explore ways to measure and compare height, length and time.	Share quantities equally. Recognise odd and even numbers.	To be able to count to 20 and beyond recognising the pattern Compare quantities using more and less.	<ul style="list-style-type: none"> - 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.
White Rose Maths topics	Match, sort and compare Talk about measure and patterns it's me 123	(cont) It's me 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides.	Alive in 5 Mass and capacity Growing 6,7,8	(cont) growing 6,7,8 Length, height and time Building 9 and 10 Exploring 3-D shapes	To 20 and beyond How many now? Manipulate, compose and decompose	(cont) Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections	
Past and Present	Begin to understand the concept of time, past, present and future To know about their own life story and know they have changed since they were a baby.	To know some similarities and differences between things in the past and now.- comparing old and new objects, photos Discuss family tradition and celebrations.	Understand the past through settings, characters and events encountered in books and storytelling.	Talk about past and present events in their lives and what has been read to them.	To know about the past through settings, characters.	Talk about how things change over time – seasons, ages, technology, toys.	<ul style="list-style-type: none"> - 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.
People, Culture and Communities	Know about features of the immediate environment. Use pictures and books to talk about different places recognise similarities and differences between themselves and others.	Recognise different roles/jobs. Talk about own family and traditions Explore different cultures and communities (through stories, food, music, etc.) Explore different festivals.	Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts and maps Be able to recognise that some people have different beliefs and celebrate special times in different ways.	Know about people who help us within the local community. Name and explain places of worship Be able to draw on information from a single map.	To know that people in other countries may speak different languages. Know some similarities and differences between different religious and cultural communities.	To know that simple symbols are used to identify features on a map. Explain some similarities and differences between life in the UK and in others- drawing knowledge from, stories, non-fiction	<ul style="list-style-type: none"> - 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.

						texts and picture news.	
The Natural World	To explore and ask questions about the natural environment around them Explore the natural world around them, making observations and drawing pictures of animals and plants.	Begin to observe changes in the environment (e.g., leaves changing colour). Understand basic weather patterns (e.g., rain, wind, sun). Explore and identify common animals.	Talk about features of the environment they are in and learn about the different environments. Describe what they see, hear and feel whilst outside.	Make observations about animals discussing similarities and differences. Explore new growth in plants and flowers Understand the needs of some plants and animals.	Make observations about plants discussing similarities and differences. Explore and know the lifecycles of some animals- butterflies, chicks, frogs.	Know some important processes and changes in the natural world including states of matter. Know some similarities and differences between the natural world around them and contrasting environments.	<ul style="list-style-type: none"> - 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.
Creating with Materials	Begin to create collaboratively, sharing ideas, resources and skills Experiment mixing with colours.	Experiment with different textures and materials. Experiment with different 3D materials, clay, playdough.	Safely explore different techniques for joining materials. Explore their own ideas through exploring a range of artistic effects.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture.	Make use of props and materials when role playing characters Share their creations, explaining the purpose of the artwork and the process they have used,	To share creations, talk about process and evaluate their work.	<ul style="list-style-type: none"> - 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	Sing and perform nursery rhymes. Move to music, listening attentively Explore and engage in music making.	Experiment with different instruments and their sounds. Talk about the music they hear, expressing their feelings and responses.	Create narratives based around stories. Watch and talk about different dances and performances.	Move in time to the music. Engage in more elaborate role-play based on familiar stories or experiences. Use props, costumes, and setting to enrich dramatic play.	Play an instrument following a musical pattern. Create and tell stories in small groups (e.g., using puppets or dolls). Experiment with different ways of expressing ideas through art, drama, and music.	Invent their own narratives, stories and poems. Share and perform stories or songs for peers.	<ul style="list-style-type: none"> - 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.