

EYFS Curriculum 2022/23

Skills Progression

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	ELG
	Me and My World	Toys	Twinkle Twinkle	We're Going on an Animal Hunt	Down at the Bottom of the Garden	What a Wonderful World	
Communication & Language: Listening, Attention & Understanding	To listen carefully. To understand why listening is important. To listen to and learn rhymes. To listen to sounds. Listen to simple stories.	To listen to and learn rhymes. Engage in simple stories. Commenting on Asking questions Understand response Listening to others	To build understanding of what is heard. To listen to and learn songs	To listen to and learn songs	To listen to and discuss poems	To listen to and learn poems.	
Communication & Language: Speaking	Everyday school Vocab – greet Begin new vocab for topics	To speak in full sentences.	Retell stories. To listen to and talk about stories -talk 4 stories To connect ideas using connectives; and, but, because	To describe events in detail To discuss children's experiences Using new vocab in different contexts	Use talk to solve problems and find solution with a peer Answering how and why questions Using new vocab in different contexts	Use talk to solve problems and find solution with a peer/ in a group Answering how and why questions	
Personal, Social and Emotional Development: Self-Regulation	Seeing themselves as a valuable individual Identifying and expressing own feelings. Taking turns with support.	Seeing themselves as a valuable individual Identifying and expressing own feelings Begin to moderate own feelings Taking turns with support.	Considering feelings of others Moderating own feelings Beginning to take turns, sometimes with support Recognising own poor behaviour	Considering feelings of others Moderating own feelings Taking turns, sometimes with support Recognising own poor behaviour	Setting and achieving own goals Independently taking turns Understanding why we follow class rules	Setting and achieving own goals Independently taking turns Understanding why we follow class rules	
Personal, Social and Emotional Development: Managing Self	To begin to share work & play experiences Manage own hygiene with support	To share work & play experiences Manage own hygiene Importance of eating fruit & veg	Begin to reflect on own work Develop awareness of own wellbeing – regular physical activity	To reflect and self-evaluate own work Understand and talk about which foods are healthy / unhealthy	Develop resilience and perseverance when challenged Develop awareness of own wellbeing – good sleep routine	Develop resilience and perseverance when challenged Develop awareness of own wellbeing – screen time	

	Importance of eating fruit & veg Develop skills for school – lining up	Develop good manners – eating, holding open doors.		Develop awareness of own wellbeing – dental health & safe pedestrian.			
Personal, Social and Emotional Development: Building Relationships	To listen to staff. To listen to one another. To learn names of adults and peers in class,	Forming new friendships, beginning to play with different children. To learn names of all adults in school.	Thinking about others perspectives.	Thinking about others perspectives.	Thinking about others perspectives.	Thinking about others perspectives	
Physical Development: Gross Motor Skills	Develop movement skills – walking, running, crawling Develop body strength Begin to develop confidence using large apparatus outdoors	Develop body strength Develop balance and agility Develop confidence using large apparatus safely indoors Begin to combine different movements with ease and fluency Develop a good posture when sat on the floor	Develop movement skills – rolling, jumping Develop balance and agility Develop confidence using large apparatus safely indoors Combine different movements with ease and fluency Use vocabulary to describe movement/direction	Develop movement skills – climbing, hopping Use vocabulary to describe movement/direction Become more fluid at moving, develop control & grace	Develop movement skills – skipping Develop a good posture when sat at a table Develop range of ball skills – throwing, catching, passing, batting, aiming Develop confidence using small apparatus safely	Develop a good posture when sat at a table Develop confidence using small apparatus safely	
Physical Development: Fine Motor Skills	Develop small motor skills to use paintbrushes competently Begin to correctly form letters taught using paint, marbles, chalk etc.	Develop small motor skills to use paintbrushes competently Begin to correctly form letters taught using paint, marbles, chalk etc. Develop core strength and stability	Develop small motor skills to begin to use pencils competently Correctly form letters taught using pencils, pens etc. Develop core strength and stability	Develop small motor skills to use pencils competently Correctly form letters taught using pencils, pens etc.	Develop small motor skills to use safely and scissors competently Begin to form letters with increased control. Develop confidence and accuracy in activities with a ball	Develop small motor skills to use scissors safely and competently Forming letters with increased control. Develop confidence and accuracy in activities with a ball	

Literacy: Comprehension	Develop confidence to read books Developing role-play in a familiar setting	Build up confidence in reading – re-read books Developing role-play of a familiar text	Build up confidence, and fluency in reading Role-playing familiar stories	Build up confidence, fluency and understanding in reading Role-playing familiar stories	Build up confidence, fluency and understanding in reading	Build up confidence, fluency and understanding in reading	
Literacy: Word Reading	Read Phase 2 single letters as taught Begin to blend VC then CVC sounds into words Begin to read some Phase 2 common exception words Begin to read simple phrases.	Read Phase 2 and 3 single letters as taught Blend VC and CVC sounds into words Read digraphs Read Phase 2 exception words Begin to read some Phase 3 common exception words Read simple phrases. Begin to read simple sentences	Read digraphs and trigraphs Read all Phase 2 and some Phase 3 common exception words Read simple sentences	Begin to blend CCVC and CVCC words Read Phase 2 and 3 common exception words Begin to read some Phase 4 common exception words Read longer sentences	Blend CCVC, CVCC, CCVCC, CCCVC and CCCVCC words Begin to read 2-syllable words Read Phase 2 and 3 common exception words. Read some Phase 4 common exception words Read longer more complex sentences	Read polysyllabic words Read all Year R common exception words Read longer more complex sentences	
Literacy: Writing	Begin to form lower-case letters correctly Begin to learn patten to form each letter Beginning to segment words into sounds	Forms some lower-case letters correctly Recites patten for some letters Segments words into sounds Begins to spell VC and CVC words	Forms most lower-case letters correctly Recites patten for most letters Segments words into sounds Spells CVC words Beginning to write simple phrases.	Forms lower-case letters correctly and some capital letters Recites patten for letters Writes simple phrases Beginning to write short sentences with support	Forms most capital letters correctly. Writes short sentences Beginning to recheck writing to check it makes sense	Forms capital letters correctly Writes sentences with a capital letter and a full stop. Rechecks writing to check it makes sense	
Mathematics: Number	Counting objects, actions and sounds to 5. Beginning to subitise to 5. Linking number symbols to 5 with cardinal number value.	Counting objects, actions and sounds to 10. Beginning to subitise to 10. Linking number symbols to 10 with cardinal number value.	Subitising to 10. Comparing numbers to 10. Beginning to understand 1 more & 1 less relationship between consecutive numbers.	Subitising to 10. Beginning to count beyond 10. Recall number bonds to 5.	Counting beyond 10. Comparing numbers. Understand the 1 more & 1 less relationship between consecutive numbers.	Comparing numbers. Exploring the composition of numbers to 10. Recall number bonds to 10.	

	Comparing numbers to 3. Exploring the composition of numbers to 5.	Comparing numbers to 10. Exploring the 1 more & 1 less relationship between consecutive numbers. Identifying number bonds to 5.	Exploring the composition of numbers to 10. Developing an understanding of the 1 more & 1 less relationship between consecutive numbers. Identifying number bonds to 10.		Beginning to recall number bonds to 10.		
Mathematics: Numerical Patterns	Copy repeating patterns.	Copy repeating patterns. Naming & describing 2D & 3D shapes.	Continue and create repeating patterns. Naming & describing 2D & 3D shapes.	Comparing length, weight & capacity	Developing reasoning skills by selecting, rotating & manipulating shapes. Composing & decomposing shapes.	Continue and create repeating patterns.	
Understanding the World: Past and Present	Comparing own family unit with others. Understanding similarities and differences. Beginning to develop an awareness of their family's role in society. Describing people who are familiar to them.	Discuss and understand their families and others' roles in society. Beginning to compare and contrast characters from stories.	Contrasting & comparing things in the past with now. Contrasting and comparing characters from stories.	Comparing and contrasting characters from stories set in the past.	Developing an awareness of events before they were born.	Comparing and contrasting characters from stories set in the past.	
Understanding the World: People, Culture & Communities	Becoming familiar with new surroundings – orientation.	Beginning to draw information from a simple map. Beginning to create a simple map. Beginning to understand that	Understanding that some places are special to members of the community.	Recognising similarities and differences between life in in this country and life in other countries.	Understand and discuss simple maps. Beginning to recognise that people have different beliefs.	Creating and explaining own maps. Recognising that people have different beliefs.	

		some places are special to members of the community.					
Understanding the World: The Natural World	Beginning to develop a positive interaction with the natural world Using senses to explore the natural world. Developing observation skills. Developing an awareness of the seasons.	Developing a positive interaction with the natural world. Use senses to explore the natural world. Beginning to recognise and describe own environment.	Building a positive interaction with the natural world. Observing the natural world. Observing changes in the seasons / weather.	Describing & commenting on observations of the natural world – using senses. Observing and describing the changing seasons / weather. Recognising and describing own environment. Beginning to recognise different environments.	Naming & describing animals. Understand how we care for animals. Beginning to compare the changing seasons / weather. Observing how this affects us and the natural world.	Contrasting & comparing the changing seasons / weather. Describing how this affects us and natural world. Naming and the describing plants. Understand how we care for the natural world. Recognising and describing different environments.	
Expressive Arts & Design: Creating with Materials	Exploring colour. Beginning to develop scissor skills.	Exploring different ways to join materials. Selecting appropriate materials for desired effect.	Refining artistic effects (e.g. colour mixing). Strengthening scissor skills.	Beginning to create independently using a variety of materials and tools. Reflecting upon and improving creations.	Beginning to create collaboratively.	Creating collaboratively.	
Expressive Arts & Design: Being Imaginative & Expressive	Listening to and moving to music. Beginning to join in with singing on their own.	Listening to, moving and discussing music. Watching and discussing performance art. Beginning to join in with singing in a group.	Developing an awareness of pitch and melody. Beginning to develop own storylines in play.	Develop own storylines in play. Exploring music making and dance.	Refining pitch and melody. Begin to develop own music and dances.	Composing music. Performing own dances.	