

Holywell Progression of Skills in Early Years

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and language	<ul style="list-style-type: none"> -understand how to listen carefully and why listening is important -learn new vocabulary -develop social phrases -engage in storytimes -learn rhymes, poems and songs 	<ul style="list-style-type: none"> -describe events in some detail -listen to and talk about stories to build familiarity and understanding -use new vocabulary in different contexts -listen carefully to rhymes and songs, paying attention to how they sound 	<ul style="list-style-type: none"> -articulate their ideas and thoughts in well-formed sentences -connect one idea or action to another using a range of connectives -engage in non-fiction books 	<ul style="list-style-type: none"> -ask questions to find out more and to check they understand what has been said to them -retell the story, some as exact repetition and some in their own words 	<ul style="list-style-type: none"> -use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen -listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<p>Listening, Attention 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 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.</p> <p>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 from their teacher.</p>
Personal, social and emotional development	<ul style="list-style-type: none"> -see themselves as a valuable individual -manage their own needs 	<ul style="list-style-type: none"> -build constructive and respectful relationships 	<ul style="list-style-type: none"> -express their feelings and consider the feelings of others -think about the perspective of others 	<ul style="list-style-type: none"> -show resilience and perseverance in the face of challenge 	<ul style="list-style-type: none"> -identify and moderate their own feelings socially and emotionally 	<p>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.</p> <p>Managing Self 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.</p> <p>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.</p>
Physical development	<ul style="list-style-type: none"> -revise and refine the fundamental movement skills they have already acquired -develop their fine motor skills so they can use a range of tools competently and safely -confidently and safely use a range of small apparatus indoors and outside, alone and in a group 	<ul style="list-style-type: none"> -develop overall body strength, coordination, balance and agility -develop their core muscle strength to achieve a good posture when sitting at a table or on the floor -develop the foundations of a handwriting style which is fast, accurate and efficient 	<ul style="list-style-type: none"> -develop and refine a range of ball skills – throwing, catching. Kicking, passing, batting and aiming -develop confidence, competence, precision and accuracy when engaging in activities that involve a ball 	<ul style="list-style-type: none"> -progress towards a more fluent style of moving, with developing control and space -combine different movements with ease and fluency -know and talk about the different factors that support their overall health and well-being 	<ul style="list-style-type: none"> -further develop the skills they need to manage the school day successfully 	<p>Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.</p> <p>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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>
Literacy – reading, writing and comprehension	<ul style="list-style-type: none"> -read individual letters by saying the sounds for them -form lower case letters correctly -blend sounds into words so that they can read short words made up of known letter-sound correspondences 	<ul style="list-style-type: none"> -read some letter groups that each represent one sound and say sounds for them – th, sh, ch etc -read a few common exception words -spell words by identifying the sounds and then writing the sound with letters 	<ul style="list-style-type: none"> -read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words -re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment 	<ul style="list-style-type: none"> -re-read what they have written to check that it makes sense -form capital letters correctly 	<ul style="list-style-type: none"> -write short sentences with words with known sound-letter correspondences using a capital letter and full stop 	<p>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.</p> <p>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.</p> <p>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.</p>

Mathematics	-count objects, actions and sounds -subitise to 5 -select, rotate and manipulate shapes in order to develop special reasoning skills	-understand the 'one more than/one less than' relationship between consecutive numbers -compose and decompose shapes so that children recognise a shape can have shapes within it, just as numbers can	-link the number symbol with its cardinal number value -count beyond 10 -compare numbers -continue, copy and recreate repeating patterns	-explore the composition of numbers to 10 -compare length, weight and capacity	-automatically recall number bonds for numbers 0-10	Number 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 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.
Understanding the world - RE	-name and describe people who are familiar to them	-talk about members of their immediate family and community	-recognise that people have different beliefs and celebrate special times in different ways	-find out about how some families celebrate in different ways	-understand that some places are special to members of their community	People, Culture and Communities 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.
Understanding the world - history	-talk about my day	-talk about things I have done as family	-talk about past events in my life	-comment on images of familiar situations in the past	-compare and contrast characters from stories, including figures from the past	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.
Understanding the world - geography	-explore the natural world around them	-describe what they can see, hear and feel whilst outside -draw information from a simple map	-understand the effect of changing seasons on the natural world around them	--recognise some similarities and differences between life in this country and life in other countries	-recognise some environments that are different to the one in which they live	The 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.
Expressive arts and design	-explore, use and refine a variety of artistic effects to express their ideas and feelings	-return to and build on their previous learning, refining ideas and developing their ability to represent them -develop storylines in their pretend play	-create collaboratively sharing ideas, resources and skills -watch and talk about dance and performance art, expressing their feelings and responses	-listen attentively, move to and talk about music, expressing their feelings and responses -sing in a group or on their own, increasingly matching the pitch and following the melody	-explore and engage in music making and dance, performing solo or in groups	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. 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.
Computing	-explore and play with a wide range of resources - tinkering -talk about what I have made -make something with a friend -complete a model -listen to and talk about a story/activity -identify patterns		-choose resources that are fit for purpose eg round things for wheels – tinkering/creating -talk about what they have used to make their models/pictures, talk about what I like or don't like -plan what they are going to make with a friend and finish it -talk about and follow the sequence of events -copy patterns		-identify and fix any problems with my model -talk about how I could improve my model -work as a team to construct something, not giving up if things go wrong -sequence objects/pictures correctly -create patterns	Logical Reasoning – Where children can anticipate outcomes and explain why they think this will happen. Abstraction – Where children work out what is important and what is not, when problem solving. Pattern – Where children look for similarities and differences and compare and spot patterns. Algorithms – Where children follow instructions and put things into the correct order (sequencing) Decomposition – Where children break problems down into small steps, to make the problem easier to solve.