



## Deeping St James CP School - EYFS Progression of skills

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### Communication and Language

Skill	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Listening, attention and understanding</b>	<p>Begin to understand how to listen carefully.</p> <p>Learn why listening is important.</p> <p>Follow simple instructions.</p> <p>Listen to a story.</p>	<p>Listen for increasing periods of time in group interactions.</p> <p>Respond to instructions with more than one step.</p> <p>Join in with repeated phrases and actions in a story.</p> <p>Begin to understand how and why questions.</p>	<p>Listen well in a whole class situation.</p> <p>Retell a simple story.</p> <p>Respond to instructions with multi steps.</p> <p>Ask questions to find out more.</p>	<p>Follow a story without pictures of props.</p> <p>Understand a range of complex sentence structures.</p> <p>Respond to what they have heard with appropriate comments.</p>	<p>Have conversations with adults and peers with back and forth exchanges.</p> <p>Understand and respond to questions such as who, what, where, when, why and how</p>	<p>Use questions to clarify their understanding.</p>
<b>Speaking</b>	<p>Talk 1:1 with an adult or peer.</p> <p>Begin to learn some new vocabulary (word aware).</p>	<p>Talk in a small group.</p> <p>Take turns in a simple conversation.</p> <p>Answer a simple question.</p> <p>Use new vocabulary throughout the day (word aware).</p>	<p>Share thoughts and ideas in front of the whole class.</p> <p>Talk in full sentences.</p> <p>Use language from stories, poetry and rhymes.</p>	<p>Use talk to describe what they can see.</p> <p>Use language from non-fiction.</p> <p>Begin to talk to others around the school they may see regularly.</p>	<p>Talk about how things are happening.</p> <p>Use talk to organise, sequence and clarify thinking, ideas and events.</p> <p>Use past, present and future tenses increasingly correctly.</p>	<p>Talk about why things are happening.</p> <p>Use conjunctions to add detail to their speech e.g. and or because.</p>



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### Personal, Social and Emotional Development

Skill	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Self-Regulation</b>	<p>Start to recognise different emotions</p> <p>Begin to understand how people show emotions</p> <p>Focus during short group activities</p> <p>Follow simple one step instructions</p>	<p>Talk about how they are feeling</p> <p>Begin to consider the feelings of others</p> <p>Adapt behaviour to a range of situations</p> <p>Focus during a short whole class activity</p>	<p>Focus during longer whole class lessons</p> <p>Follow two step instructions</p> <p>Set a simple target or goal</p>	<p>Identify and moderate their own feelings- socially and emotionally</p> <p>Consider the feelings and needs of others</p>	<p>Control their emotions using a range of techniques – talk about how these work</p> <p>Set a target and reflect on the progress</p> <p>Listen to an adult and respond appropriately even when engaged in another activity</p>	<p>Maintain focus during extended whole class teaching</p> <p>Follow a set of instructions with 3+ steps</p>
<b>Managing Self</b>	<p>Wash hands independently</p> <p>Put coat on independently</p> <p>Use the toilet independently</p> <p>Get changed for PE with some support</p>	<p>Put socks on independently</p> <p>Put PE kit on independently</p> <p>Have confidence to try new activities</p> <p>Understand the school rules and the need to have rules – know right from wrong</p>	<p>Practise doing up a zip</p> <p>Practise doing up buttons</p> <p>Practise doing up buckles</p> <p>Practise turning clothes the right way out</p> <p>Begin to show resilience and</p>	<p>Be independent when dressing and undressing</p> <p>Identify and name healthy foods</p> <p>Follow the school rules and recognise our school learning behaviours</p>	<p>Manage own basic needs independently</p> <p>Show a 'can do' attitude</p> <p>Be able to talk about how we can show our school learning behaviours</p>	<p>Understand the importance of healthy food choices</p> <p>Be aware that actions can impact the world around them (e.g. littering)</p> <p>Have a go at challenges and not be put off by failure</p>



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	<p>Explore different areas within the classroom, using familiar resources</p> <p>Begin to understand the class rules and why we have them</p>		<p>perseverance when faced with a challenge</p>			<p>rather seeing that it is a learning opportunity</p> <p>Prepare self for transition into Y1</p>
<p><b>Building Relationships</b></p>	<p>Seek support of a familiar adult when needed</p> <p>Gain confidence to talk to peers and adults</p> <p>Play alongside others</p> <p>Be aware of their own needs</p>	<p>Play with children who are playing the same activity</p> <p>Begin to develop friendships</p> <p>Have positive relationships with the Reception Class staff</p>	<p>Seek support of adults around school when needed</p> <p>Begin working as a group, with support</p> <p>Use taught strategies to support turn taking</p> <p>Begin to be aware of the needs of others</p>	<p>Listen to the ideas of others and agree on a solution or compromise</p> <p>Be able to identify their own needs and satisfy them</p>	<p>Work as a group, independently of an adult</p> <p>Begin to build relationships with other adults around the school</p> <p>Consider the needs of others</p>	<p>Form relationships with the Y1 staff</p> <p>Build strong friendships</p> <p>Works as a team and cooperate to achieve a simple goal</p>



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### Physical Development

Skill	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Gross Motor Skills</b>	<p>Find a safe space to move in</p> <p>Move safely around a space</p> <p>Stop safely</p> <p>Develop control when using equipment</p> <p>Follow a path and take turns, also when in a line</p> <p>Work with a partner, cooperatively</p>	<p>Balance with some control</p> <p>Run and stop</p> <p>Change direction</p> <p>Jump</p> <p>Hop on one leg</p> <p>Explore different ways to travel using equipment</p>	<p>Hop on either leg</p> <p>Skip</p> <p>Create shapes with their body</p> <p>Perform a few different balances and balance safely</p> <p>Develop rocking and rolling</p>	<p>Link shape, balance and travelling actions</p> <p>Jump and land safely from a height</p> <p>Explore travelling around, over and through apparatus</p> <p>Create short sequences, linking ideas together including using apparatus</p> <p>Develop the skills required to take part in Sports Day – run, jump, skip, balance</p>	<p>Roll and track a ball</p> <p>Develop accuracy throwing to a target</p> <p>Throw and catch to a partner</p> <p>Dribble ball using feet</p> <p>Kick a ball to a target</p> <p>Use counting to stay in time to music</p> <p>Move with confidence and imagination, communicating ideas through movement</p> <p>Remember and repeat actions and movements</p>	<p>Develop accuracy when throwing, rolling and kicking</p> <p>Follow instructions and move safely when playing tagging games</p> <p>Learn to play against an opponent</p> <p>Work cooperatively as a team</p> <p>Play by the rules and begin to explore keeping score</p> <p>Develop coordination skills</p> <p>Explore striking a ball</p>



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<p><b>Fine Motor Skills</b></p>	<p>Use a dominant hand most of the time when using mark making tools</p> <p>Mark make using different shapes</p> <p>Explore a range of mark making tools</p> <p>Begin to use an effective grip when using mark making tools (tripod grip)</p> <p>Begin to copy some familiar letters</p> <p>Use tweezers to move objects</p> <p>Thread beads and use pegs</p> <p>Hold scissors correctly to make snips in paper</p> <p>Hold a fork and spoon correctly</p>	<p>Consistently use dominant hand and use an effective grip (tripod)</p> <p>Accurately draw lines and circles and shapes to create a picture</p> <p>Begin to use anticlockwise movements and retrace vertical lines</p> <p>Write some taught letters using the correct formation</p> <p>Form some recognisable numbers</p> <p>Hold scissors correctly and cut along a straight line</p> <p>Uses large paintbrushes</p> <p>Communicate some meaning in pictures</p> <p>Begin to use a knife to cut effectively</p>	<p>Write most taught letters using the correct formation</p> <p>Copy simple shapes correctly e.g. cross, circle</p> <p>Hold scissors correctly and cut along a curved line</p> <p>Creates drawings with some level of detail (e.g. features of a face, body parts)</p> <p>Thread smaller beads with more control</p> <p>Use a saw to cut wood with support</p>	<p>Writes majority of taught letters using the correct formation</p> <p>Writes the numerals 0-5 correctly</p> <p>Holds scissors correctly and can cut out large shapes</p> <p>Pictures are easily identifiable and communicate meaning</p>	<p>Holds scissors correctly and can cut smaller shapes</p> <p>Create drawings with increasing details</p> <p>Use thinner paint brushes more accurately</p>	<p>Can correctly form all of the letters of the alphabet</p> <p>Writes the numerals 0-9 correctly</p> <p>Independently use a knife, fork and spoon to eat a range of meals</p>
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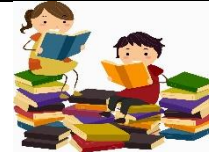
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### Literacy

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<b>Comprehension</b>	<p>Listen to familiar stories</p> <p>Use pictures to sequence familiar stories</p> <p>Use pictures to tell stories</p> <p>Independently look at a book</p> <p>Hold a book in the correct way and turn the pages</p>	<p>Show preferences towards books</p> <p>Engage in story times, joining in with repeated phrases and actions</p> <p>Begin to answer questions about the stories read to them using the pictures or text</p> <p>Begin to tell own stories verbally (helicopter stories)</p> <p>Perform stories as a class</p>	<p>Enjoy an increasing range of books- fiction, non-fiction, poems and rhymes</p> <p>Answer simple questions about the books they are reading- using images</p> <p>Retell a simple story</p> <p>Join in with class performance poetry</p> <p>Begin to write stories independently as part of helicopter stories</p>	<p>Retell a story with increasing detail</p> <p>Begin to predict what might happen in a story</p> <p>Make suggestions about how a story might end</p> <p>Answer simple questions about the books they are reading- using text and images</p> <p>Talk about the characters in the books they are reading</p>	<p>Answer questions in more detail about the books they are reading- using text and images- make predictions and begin to infer information</p> <p>Know that information can be retrieved from books</p> <p>Use vocabulary that is influenced by their experiences of books</p>	<p>Answer questions in more detail about the books they are reading- using text and images- make predictions and begin to infer information</p> <p>Make preferences towards books that interest them and explain why</p> <p>Use vocabulary that is influenced by their experiences of books</p>
<b>Word Reading</b> <i>(Little Wandle Letters and Sounds Revised)</i>	<p>Recognise their name</p> <p>Recognise taught Phase 2 sounds (s a t p i n m)</p>	<p>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)</p>	<p>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)</p>	<p>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)</p>	<p>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)</p>	<p>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)</p>





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	<p>d g o c k ck e u r h b f l)</p> <p>Recognise taught Phase 2 Tricky Words (the I is)</p> <p>Begin to blend sounds together to read words using their taught sounds</p>	<p>Recognise taught Phase 2 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be)</p> <p>Blend sounds to read words using taught sounds</p> <p>Read words ending with s e.g. hats, sits</p> <p>Read words ending with s /z/ e.g. his, bags</p> <p>Begin reading captions and sentences using taught sounds</p> <p>Read books matching their phonics ability</p>	<p>ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)</p> <p>Recognise taught Phase 2 and 3 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)</p> <p>Read words with double letters</p> <p>Begin to read longer words</p> <p>Recognise taught digraphs in words and blend the sounds together</p> <p>Read</p>	<p>ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)</p> <p>Recognise taught Phase 2 and 3 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)</p> <p>Read longer words including those with double letters Read words with s/z/ in the middle</p> <p>Read words with -es/z/ at the end</p> <p>Read words with s and s/z/ at the end</p> <p>Read sentences containing Tricky Words and digraphs</p>	<p>ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)</p> <p>Recognise taught Phase 2, 3 and 4 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today)</p> <p>Read words with short vowels and adjacent consonants</p> <p>Read longer words</p>	<p>ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)</p> <p>Recognise taught Phase 2, 3 and 4 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today)</p> <p>Read words with phase 3 long vowel sounds with adjacent consonants</p> <p>Read longer</p>
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			<p>sentences containing Tricky Words and digraphs</p> <p>Read books matching their phonics ability</p>	<p>Read books matching their phonics ability</p>	<p>Read compound words</p> <p>Read words ending in suffixes (-ing, -ed /t/, -ed /id/, -est)</p> <p>Read longer sentences containing Phase 4 words and Tricky Words</p> <p>Read books matching their phonics ability</p>	<p>words</p> <p>Read compound words</p> <p>Read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed, -ed /d/, - er, -est)</p> <p>Read longer sentences containing Phase 4 words and Tricky Words</p> <p>Read books matching their phonics ability</p>
<p><b>Writing</b></p>	<p>Copy their name</p> <p>Give meaning to the marks they make</p> <p>Copy taught letters</p> <p>Write some initial sounds</p>	<p>Write their name independently</p> <p>Use correct letter formation of some taught letters</p> <p>Write words and labels using known sounds</p>	<p>Use correct formation of most taught letters</p> <p>Begin to write simple sentences</p> <p>Begin to use finger spaces</p> <p>Recognise capital letters and full stops in sentences</p>	<p>Use correct formation of most taught letters</p> <p>Begin to form capital letters</p> <p>Write a simple sentence, often using finger spaces</p> <p>Begin to use capital letters and full stops</p>	<p>Use correct formation of taught letters consistently</p> <p>Form most capital letters correctly</p> <p>Write a simple sentence independently</p>	<p>Form uppercase and lowercase letters correctly</p> <p>Write a sentence using finger spaces, capital letters and full stops</p> <p>Begin to write longer words and compound words phonetically</p>



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	May begin to write CVC words using the taught sounds	May begin to write captions using known sounds	Spell words using known sounds  Begin to spell some tricky words correctly	Spell words using known sounds  Spell some tricky words correctly	Use finger spaces, capital letters and full stops more consistently  Spell words using known sounds  Spell an increasing number of tricky words correctly  Begin to read their work to check it makes sense	Spell an increasing number of tricky words correctly  Read their work back to check it makes sense and start to make changes where needed
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### Maths

Skill	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Number</b> <b>(Mastering Number)</b>	<p>Explore the composition of numbers within 5</p> <p>Begin to compare sets of objects and use the language of comparison</p> <p>Identify when a set can be subitised and when counting is needed</p> <p>Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</p> <p>Make different arrangements of numbers</p>	<p>Explore the composition of numbers within 5</p> <p>Begin to compare sets of objects and use the language of comparison</p> <p>Identify when a set can be subitised and when counting is needed</p> <p>Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</p> <p>Make different arrangements of numbers</p>	<p>Continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5</p> <p>Begin to identify missing parts for numbers within 5</p> <p>Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame.</p>	<p>Continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5</p> <p>Begin to identify missing parts for numbers within 5</p> <p>Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame.</p>	<p>Consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies.</p> <p>Secure knowledge of number facts through varied practice.</p> <p>Continue to identify when sets can be subitised and when counting is necessary</p> <p>Develop conceptual subitising skills including when using a rekenrek</p>	<p>Consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies.</p> <p>Secure knowledge of number facts through varied practice.</p> <p>Continue to identify when sets can be subitised and when counting is necessary</p> <p>Develop conceptual subitising skills including when using a rekenrek</p>



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	<p>within 5 and talk about what they can see, to develop their conceptual subitising skills</p> <p>Spot smaller numbers 'hiding' inside larger numbers</p> <p>Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</p>	<p>within 5 and talk about what they can see, to develop their conceptual subitising skills</p> <p>Spot smaller numbers 'hiding' inside larger numbers</p> <p>Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</p>				
<p>Numerical Patterns <i>(Mastering Number)</i></p>	<p>Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number</p> <p>Develop counting skills and knowledge,</p>	<p>Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number</p> <p>Develop counting skills and knowledge,</p>	<p>Begin to identify when two sets are equal or unequal and connect two equal groups to doubles.</p> <p>They will begin to connect quantities to numerals</p> <p>Focus on equal and unequal groups when comparing numbers</p>	<p>Begin to identify when two sets are equal or unequal and connect two equal groups to doubles.</p> <p>They will begin to connect quantities to numerals</p> <p>Focus on equal and unequal groups when comparing numbers</p>	<p>Continue to develop their counting skills, counting larger sets as well as counting actions and sounds</p> <p>Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</p>	<p>Continue to develop their counting skills, counting larger sets as well as counting actions and sounds</p> <p>Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</p>



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	<p>including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</p> <p>Compare sets of objects by matching</p> <p>Begin to develop the language of 'whole' when talk</p>	<p>including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</p> <p>Compare sets of objects by matching</p> <p>Begin to develop the language of 'whole' when talk</p>	<p>Understand that two equal groups can be called a 'double' and connect this to finger patterns</p> <p>Sort odd and even numbers according to their 'shape'</p> <p>Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</p> <p>Order numbers and play track games</p> <p>Join in with verbal counts beyond 20, hearing the repeated pattern within the number.</p>	<p>Understand that two equal groups can be called a 'double' and connect this to finger patterns</p> <p>Sort odd and even numbers according to their 'shape'</p> <p>Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</p> <p>Order numbers and play track games</p> <p>Join in with verbal counts beyond 20, hearing the repeated pattern within the number.</p>	<p>Compare quantities and numbers, including sets of objects which have different attributes</p> <p>Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</p> <p>Begin to generalise about 'one more than' and 'one less than' numbers within 10</p>	<p>Compare quantities and numbers, including sets of objects which have different attributes</p> <p>Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</p> <p>Begin to generalise about 'one more than' and 'one less than' numbers within 10</p>
<b>Shape, space and measure</b>	<p>Match objects</p> <p>Sort objects</p> <p>Compare capacity, length, height and size</p>	<p>Compare capacity, length, height and size</p> <p>Make a repeating pattern of two or more objects or colours</p>	<p>Order objects by length, weight or height</p>	<p>Begin to use non-standard measures to weigh, measure length or height</p>	<p>Use non-standard measures to weigh, measure length or height</p>	<p>Name some 3D shapes</p> <p>Describe the properties of familiar shapes</p>



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	<p>Finish a repeating pattern of two objects or colours</p> <p>Name and recognise simple shapes- circle, triangle, square</p> <p>Use language related to time- now, then, a long time ago, past</p>	<p>Name and recognise- circle, triangle, square and rectangle</p> <p>Make pictures with shapes</p>	<p>Begin to explore capacity using language such as full, half full and empty</p> <p>Begin to explore the properties of shapes</p> <p>Sing songs to begin to recognise days of the week</p>	<p>Recognise and name rhombus, pentagon</p> <p>Begin to count the sides and corners on familiar shapes</p> <p>Sing songs to recognise months of the year</p>	<p>Explore capacity using language such as full, half full and empty</p> <p>Count the sides and corners on familiar shapes</p> <p>Begin to name some 3D shapes</p>	<p>Create and finish a repeating pattern</p> <p>Order the days of the week</p> <p>Say the months of the year</p>
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### Understanding The World

Skill	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Past and Present</b>	<p>Talk about my own life story</p> <p>Know how I have changed</p> <p>Talk about my family</p>	<p>Explore figures from the past- Guy Fawkes</p> <p>Explore stories from the past- traditional tales – settings, characters and events</p> <p>Know similarities and differences between things in the past and now- drawing on experiences and what has been read in class (Bonfire Night, Diwali, Christmas)</p>	<p>Talk about the lives of the people around us (real life superheroes)</p> <p>Know real life superheroes (emergency services, teachers, opticians, refuse collectors etc) exist and what they do</p> <p>Know similarities and differences between things in the past and now- drawing on experiences and what has been read in class (emergency services, Chinese New Year)</p>	<p>Explore the history of Castles and their purpose in the past, compare this to their use/purpose now</p> <p>Name features of a castle</p> <p>Explore the Royal family- know some of the key members of the royal family now and in the past and explore their roles</p> <p>Explore stories based around castles and the royal family now and in the past</p>	<p>Know similarities and differences between things in the past and now- drawing on experiences and what has been read in class (Africa)</p> <p>Explore stories from Africa now and in the past and compare this to where we live</p>	<p>Know similarities and differences between things in the past and now- drawing on experiences and what has been read in class (Seaside)</p> <p>Explore stories from the seaside now and in the past- look at the setting and events</p>





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<p><b>People, Culture and Communities</b></p>	<p>Know about the family structures and talk about who is part of my family</p> <p>Identify similarities and differences between themselves and others</p> <p>Know the name of the village where we live/our school is in</p> <p>Know features of our immediate environment</p> <p>Begin to understand how to create a simple map (local area)</p> <p>Talk about Harvest time and how/why it is celebrated</p>	<p>Talk about Bonfire Night and how it is celebrated</p> <p>Know people around the world have different religions</p> <p>Talk about how Hindu's celebrate Diwali</p> <p>Talk about the Christmas story and how it is celebrated</p> <p>Create story maps</p>	<p>Talk about Chinese New Year and how it is celebrated</p> <p>Know about people who help us within the local community (real life superheroes)</p> <p>Explore maps of the local area and spot significant buildings (police station, school etc)</p> <p>Create simple maps</p>	<p>To know that Christians celebrate Easter and how it is celebrated</p> <p>Listen to the Easter story</p>	<p>Know that there are many countries and continents around the world</p> <p>Name the continent that we live in and locate our country on a map</p> <p>Explore the similarities and differences between where we live and places in Africa – houses, environment, food</p> <p>Listen and respond to stories from African culture</p> <p>Locate Africa on a map</p>	<p>Make comparisons between where we live and the seaside</p> <p>Talk about the impact of human decisions on the seaside and wildlife e.g. littering</p> <p>Know some simple symbols are used to identify features on a map</p>
<p><b>The Natural World</b></p>	<p>Name parts of my body</p> <p>Know what key parts of the body do</p>	<p>Explore changes and processes- changing states - baking</p> <p>Test objects and materials to see if they float or sink</p>	<p>Know and recognise the signs of Winter</p> <p>Explore some important changes and processes in the natural world-</p>	<p>Know and recognise the signs of Spring</p> <p>Plant seeds and talk about the changes as a plant grows</p>	<p>Name animals that live in this country and some that live in Africa</p> <p>Describe the features of animals and begin to understand the purpose</p>	<p>Know and recognise the signs of Summer</p> <p>Begin to compare the seasons</p>



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	<p>Know and recognise the signs of Autumn</p> <p>Ask questions about the natural environment</p> <p>Care and respect for the natural environment</p>	<p>Explore making shadows and begin to talk about how they are made</p> <p>Plant a bean and watch it grow- talk about changes</p>	<p>changing states- freezing</p> <p>Making and exploring a wormery- talking about minibeasts related to stories</p> <p>Exploring parts of a car and how wheels and axles work- creating our own</p>	<p>Name the parts of a plant</p> <p>Know how to care for a growing plant</p> <p>Learn about life cycles of animals</p> <p>Explore habitats of animals</p>	<p>of these features (e.g. camouflage)</p> <p>Notice and talk about animals' similarities and differences</p>	<p>Explore some important changes and processes in the natural world- changing states</p> <p>Identify some of the key features of the seaside environment</p> <p>Care and respect for the natural environment</p>
Technology	<p>Show an interest in technological toys</p> <p>Begin to learn about E-Safety</p>	<p>Know how to operate simple equipment</p> <p>Use a desktop computer to draw a picture</p> <p>Use the ipads to take pictures</p>	<p>Begin to explore how to programme a bee-bot</p> <p>Play simple games on the desktop computers</p>	<p>Look at Tapestry and verbally respond to their own learning on there</p> <p>Navigate the desktop computers to access the game/programme they want</p> <p>Use the ipads to take photos</p>	<p>Programme a bee-bot independently to get to a specific location</p> <p>Explore typing on a desktop computer</p>	<p>Understand why it is important to stay safe online</p> <p>Access, understand and interact with a range of technology within the Reception classroom</p>



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### Expressive Arts and Design

Skill	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Creating with Materials</b>	<p>Name colours</p> <p>Create simple representations of people and objects</p> <p>Draw and colour with pencils and crayons</p> <p>Begin to explore different techniques for joining- glue</p> <p>Begin to explore different materials and understand how they can be manipulated- clay</p> <p>Use different construction materials and begin to build with a purpose/intended outcome</p>	<p>Experiment with mixing colours</p> <p>Use colours for a particular purpose</p> <p>Explore different techniques for joining- glue, tape, split pins</p> <p>Know how to work safely and hygienically</p> <p>Use some cooking techniques- mixing, rolling, kneading</p> <p>Begin to take on a role in a story and independently decide how to present this (helicopter stories)</p>	<p>Experiment with different mark making tools such as pencils, pastels and chalk</p> <p>Share their creations with others</p> <p>Explore the art of Kandinsky and create a collective piece of art – wheels</p> <p>Know how to work safely</p> <p>Use tools to cut and join wood- wheels and axles</p> <p>Know the names of some tools</p> <p>Talk about their creation and test it</p>	<p>Use natural materials to make art</p> <p>Create observational drawings</p> <p>Make props and costumes for different scenarios</p> <p>Know how to work hygienically and safely</p> <p>Explore different tools and equipment- fabric</p> <p>Begin to explore the skills and techniques involved in sewing</p> <p>Explore the processes involved in printing</p>	<p>Draw more detailed pictures of people and objects</p> <p>Manipulate materials</p> <p>Explore the work of Henri Rousseau and make comments/observations about his pieces</p> <p>Explore new techniques- pointillism, collage</p> <p>Share their creations and talk about the process</p> <p>Use props and materials for a purpose in role play</p>	<p>Begin to understand mixing primary colours to make new colours</p> <p>Plan what they are going to make before doing so – junk modelling</p> <p>Adapt work where necessary</p> <p>Share creations, talk about the process and begin to evaluate their work</p> <p>Work safely and hygienically</p> <p>Explore further cooking techniques</p>



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	<p>Use some cooking techniques- mixing, rolling</p> <p>Role play using simple props and costumes</p>		<p>Take on a role in a story and independently decide how to present this (helicopter stories) make decisions about characters and props within the story and how to present these</p>			<p>Use props and materials to retell stories</p>
<p><b>Being Imaginative and Expressive</b></p>	<p>Sing and perform nursery rhymes</p> <p>Begin to join in with whole school singing assemblies</p> <p>Learn and perform poems/songs to share with parents at Harvest time</p> <p>Create simple musical patterns using body percussion</p> <p>Experiment with different sounds that instruments make</p> <p>Use resources to act out narratives</p>	<p>Perform songs in the Christmas play</p> <p>Join in with whole school singing assemblies</p> <p>Begin to match pitch</p> <p>Sing the melodic shape of familiar songs</p> <p>Begin to build a repertoire of songs</p> <p>Sing entire songs</p> <p>Begin to act out well know stories</p> <p>Use costumes and resources to act out narratives</p>	<p>Listen to a piece of music and say whether they like or dislike it</p> <p>Begin to copy a simple beat</p> <p>Move their body in response to music</p> <p>Begin to name some common instruments</p> <p>Create simple musical patterns using untuned instruments</p> <p>Begin to perform poetry as a class</p> <p>Add increasing detail to their narratives influenced by books</p>	<p>Listen to a piece of music and talk about how it makes them feel</p> <p>Associate genres of music with characters and stories</p> <p>Copy movements to music – move in time to music</p> <p>Perform poems as a class using actions and sounds</p> <p>Create narratives increasingly influenced by books and stories with increasing detail (helicopter stories)</p>	<p>Learn a simple dance routine</p> <p>Follow a musical pattern</p> <p>Explore instruments from around the world- djembe drums</p> <p>Act out well known stories</p> <p>Create narratives increasingly influenced by books and stories with increasing detail (helicopter stories)</p>	<p>Explore some tuned instruments</p> <p>Learn and perform songs at graduation ceremony</p> <p>Listen and respond to poems</p> <p>Create own compositions using a variety of instruments</p> <p>Invent their own narratives, making costumes and resources to use</p>



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		Begin to create simple narratives (helicopter stories)	and stories(helicopter stories)  Begin to create resources for role play	Create costumes and resources for role play		
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