

Knowledge and Skills Progression from EYFS – KS1



Area of development	Links to KS1/2 curriculum	Nursery Autumn	Nursery Spring	Nursery Summer	Reception Autumn	Reception Spring	Reception Summer	Y1
Communication and Language	Speaking, Listening & Drama	<ul style="list-style-type: none"> Uses sentences of 4 – 6 words, sometimes using the correct grammar. Can retell a story that they have heard many times using pictures to prompt them. 	<ul style="list-style-type: none"> Repeats new words learnt in the classroom, sometimes in the correct context. Uses talk to organise their play e.g. I am the bus driver, you sit there. Enjoys listening to longer stories and can remember much of what happens. 	<ul style="list-style-type: none"> Talk more extensively about things that interest them and want to answer questions about them. Uses 'because' in their vocabulary in order to explain something further. Retell stories, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 	<ul style="list-style-type: none"> Offers new vocabulary that means the same as another word e.g. another word for big. Describe past events in a lot of detail for the listener. Can listen to a conversation and join in whilst doing something else at the same time for a short period. 	<ul style="list-style-type: none"> Talk about their ideas about what might happen next in stories, rhymes or poems and why they think that. Continues conversations that run along the same theme with another child/ small group. Shows that they are listening by giving ideas or can follow instructions, even though they may be moving around. 	<ul style="list-style-type: none"> Takes part in whole class discussions, offering ideas to questions or other ideas. Expresses ideas and feelings in full sentences, using conjunctions and tenses. Understands the importance of good listening and how to show someone that you are listening to them. 	<p>In Y1, pupils learn physical, linguistic, cognitive and social speaking and listening skills. They have three speaking and listening outcomes over the year that includes presenting and performing as part of a group or class. Collaborative working, the use of voice and tone when speaking and offering reasons are all examples of the skills covered.</p>
Personal, Social and Emotional	PSHE & RSE	<ul style="list-style-type: none"> Identifies the feelings of upset and happy in themselves and can show these using expression on their faces or in their actions. They can also verbalise these emotions in small groups. Has a clear idea of what they want to do in play and talks about how to do it. Shows some attachment to friends or adults in the setting e.g. wanting to stay close to them. 	<ul style="list-style-type: none"> Understands most rules of the classroom and follows most expectations. Enjoys a sense of belonging e.g. doing daily tasks. Uses basic language or gesture to ask someone to play with them e.g. handing them a toy or saying "let's go". 	<ul style="list-style-type: none"> Talks about the impact that their actions may have on another individual. Talks freely about social groups that they belong to e.g. family, brownies, swimming club. Becomes flexible when sharing resources, mostly independently e.g. handing resources to others. 	<ul style="list-style-type: none"> Talks about the impact that their actions may have on another individual. Understands most rules of the classroom and follows most expectations. Enjoys a sense of belonging e.g. doing daily tasks. Becomes flexible when sharing resources, mostly independently e.g. handing resources to others. Is proactive in seeking adult support and is able to articulate their wants and needs. 	<ul style="list-style-type: none"> Recognise and identify the feelings of others. Feelings include scared, worried, excited. Talk about their feelings to others and some of the reasons behind them. Demonstrate confidence and self – esteem in taking risks and trying new things with peers or adult support. Can talk about what they can do well and things that they are getting better at. Talk with others about ways to solve conflicts e.g. you can have a turn in 5 minutes. Build up and extend play ideas with one other child, adding to each other's ideas. 	<ul style="list-style-type: none"> Understands the feelings of others and begins to regulate own behaviour to reflect other's feelings. Set themselves simple goals and work towards them, thinking about different ways to do things. Manages to dress self and knows the importance of making healthy food choices. Show some resilience and perseverance in the face of challenges. Take turns and play cooperatively with others including adults and peers. Build friendships that are respectful and constructive with both adults and peers. 	<p>Pupils focus on 6 key areas:</p> <p>Being Me – knowing that their views and feelings are valued.</p> <p>Celebrating Difference - similarities & differences between friends and bullying.</p> <p>Dreams & Goals –setting goals, identifying obstacles and overcoming them.</p> <p>Healthy Me -making healthy choices and how to cross the road.</p> <p>Relationships – being a good friend and acceptable physical contact.</p> <p>Changing Me – Life cycles, coping self from birth – now and positive change.</p>

Area of development	Links to KS1/2 curriculum	Nursery Autumn	Nursery Spring	Nursery Summer	Reception Autumn	Reception Spring	Reception Summer	Y1
Physical	PE	<ul style="list-style-type: none"> Can kick or throw a ball Children can thread large beads independently or things such as penne pasta/ cheerios. 	<ul style="list-style-type: none"> To be able to copy and follow a simple range of movements To have an awareness of their own body space when running and walking Children can use scissors to cut straight lines in paper/ cardboard. 	<ul style="list-style-type: none"> To control arm or leg movements for a purpose (sweeping, kicking ball etc) To work together with others to move large items In dough disco/ warm ups, children can touch each finger with their thumb in turn with control. 	<ul style="list-style-type: none"> Jump off objects and land skillfully To combine a range of at least 3 movements to create a simple sequence 	<ul style="list-style-type: none"> To demonstrate confidence in a wide range of energetic movements including rolling, crawling, hopping and climbing. Thread small beads/ handles small items and places into thin tubes/ bottles with increasing accuracy. 	<ul style="list-style-type: none"> Develop overall body strength, co-ordination and balance within play and physical activity using a wide variety of equipment Use small tools with accuracy including scissors, cutlery (2 hands), tooth brush and small paint brushes. 	In Y1, pupils learn a range of sports including dance, athletics and invasion games that require confidence in moving, coordination and balance.
Literacy	English	<ul style="list-style-type: none"> Answer BLANK level 2 questions e.g. what/where Hears 2 instruments played and then repeats them in the right order. Can copy singular squiggle shapes of lines, circles and umbrellas. 	<ul style="list-style-type: none"> Follows instructions containing the prepositions; on/in/under. Orally blend 3 syllable words e.g bu-tter-fly. Can copy a pattern of up to two marks (lines, circles, umbrellas, spirals) 	<ul style="list-style-type: none"> Respond correctly to instructions including three key words. Children can orally blend with a long vowel sound. Hears and says initial sounds in words. Can write familiar words such as their name with support of a name card or adult. 	<ul style="list-style-type: none"> Predict what might happen next in stories using pictures and text. Orally blend CVC words and can blend some Basics 2 CVC words when reading. Hears sounds in CVC words and writes them with some support with the middle sound. 	<ul style="list-style-type: none"> Answers BLANK level 3/4 questions e.g. how & why Read words and sentences from Basics 2 and single sounds from Basics 3. Write simple four-word sentences that include one Basics 2 tricky word with support. Repeats 4 words in the right order after hearing them in a game. 	<ul style="list-style-type: none"> Reread sentences to check understanding. Read sentences from Basics 3 that contain tricky words. Think and say a sentence before writing, forming sentences or captions independently. Children can memorise up to six words that are linked. 	Pupils read using our VIPERS reading skills, where children identify new vocabulary, infer and predict what they have read. Phonics continues in Year 1, with a focus on alternative Phase 5 sounds. In writing, pupils learn to punctuate sentences using question/ exclamation marks and they use 'and', 'or', 'but' and 'because' to extend their written sentences.
Mathematics	Maths	<ul style="list-style-type: none"> Using 'more' and 'less' to compare quantities and describe amounts Learn numeral 1- and 4 using 1:1 correspondence and ordering Subitising up to 3 objects in objects and in nature Sing nursery rhymes that go forwards to 10, modelling cardinality principle Recognise 2d shapes of circle, square and triangle Finding things that are the same with differing factors 	<ul style="list-style-type: none"> Subitising up to 3 objects and saying what the next number is Learn numeral 5 and 6 using 1:1 correspondence and ordering Take one away using objects and counting to find how many are left if needed Orally counting on by one more up to 6 and add one more using objects Recognise 2d shapes of circle, square and triangle 	<ul style="list-style-type: none"> See groups 1 to 5 and subitising them Adding more means that we have to count again and that we have more altogether Learn numeral 9&10 using 1:1 correspondence and ordering Counting on from a subitised group 1-5 Know the number 1 more and 1 less up to 10 orally Order 3 items by length & height Recognise 2d shapes circle, square, triangle, rectangle Complete an ABAB pattern 	<ul style="list-style-type: none"> Subitising 1 – 5 and counting on from one group to find the total Addition using objects and Subitising to 10 Recognise & order numbers and counting objects from 1 – 5 & orally say 1 more and 1 less Order 3 items by length & use language of length Recognise and name 2d shapes inc. hexagon, kite etc. Recognise and create patterns ABAB and ABBABB 	<ul style="list-style-type: none"> Addition from 1 – 10 using objects and counting on Double facts to 5 & number bonds of 5 Subtraction from 1 – 10 using objects Ordering numbers to 10 in and out of sequential order & counting on by rote to 20 Compare items by height/ length using nonstandard units of measure Recognise and create patterns ABBABB & ABC 	<ul style="list-style-type: none"> Recognition of 11 – 15 and counting beyond 20 by rote Double facts to 10 & number bonds of 10 Recall some subtraction facts of 10 and counting back Sharing objects equally & halving Be aware of odd and even numbers Use of shape language to describe 2d and 3d shapes Comparing 2 weights using scales 	In Y1, pupils are taught addition and subtraction within 20 and place value to 50. Pupils also name 2d and 3d shapes, compare and record capacity and weight and find a half and quarter of an object/ shape and quantity. In Y1, pupils are also taught to tell the time to the hour and half past and use language of months of the year and years.

Area of development	Links to KS1/2 curriculum	Nursery Autumn	Nursery Spring	Nursery Summer	Reception Autumn	Reception Spring	Reception Summer	Y1
Understanding the World	Science	<ul style="list-style-type: none"> To know things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing. 	<ul style="list-style-type: none"> To become curious and interested to explore new and familiar nature: grass, plants, animal life by walking around school. 	<ul style="list-style-type: none"> Draw pictures of animals and plants that they have seen in the natural environment. Begin to be excited when observing science experiments. 	<ul style="list-style-type: none"> To make a verbal prediction about what might happen before an experiment. *Note – Expressive Arts Uses various construction materials e.g. joining pieces, stacking, vertically and horizontally, balancing, making enclosures and creating spaces 	<ul style="list-style-type: none"> Talk about observations they have made about the changing natural world around them including seasons and plants. Understand the effect of changing states of matter e.g. heat on an object. 	<ul style="list-style-type: none"> Discuss some similarities and differences between different environments in the UK. Recognise some environments that are different to the one in which they live. *Note – Expressive Arts Uses materials to create 3d models such as clay, dough, junk model boxes etc. 	<p>As well as learning the Working Scientifically skills, pupils focus on 4 key areas:</p> <p>Everyday Materials – Distinguish and name common materials and describe physical properties.</p> <p>Animals including Humans – Name common animals, name basic parts of the human body and the senses.</p> <p>Plants – Name common plants and trees and describe the basic structure of plants.</p> <p>Seasonal Changes -observe weathers with the seasons.</p>
	History	<ul style="list-style-type: none"> Talks about photographs of themselves and other familiar people and objects. To begin to understand the concept of the 'past' already happening. 	<ul style="list-style-type: none"> Knows that the internet can be used to remember events in their lives with photographs. Shares past events in their own life e.g at Nursery or birthdays. 	<ul style="list-style-type: none"> Talks about present events in the lives of family members or friends. Shows interest in fiction /non-fiction books about past events. 	<ul style="list-style-type: none"> To recall stories from their Nursery past and what they have enjoyed. To understand the concept of the 'past' already happening. 	<ul style="list-style-type: none"> To develop an understanding of changes that can occur over time. Talks about past events in the lives of family members or friends. 	<ul style="list-style-type: none"> Talk about a figure from the past and what they did. Discuss some similarities and difference between events in the past and now. 	<p>In History, pupils learn about events, changes and individuals that are beyond living memory. They use timelines in order to help to plot chronology and they use artefacts to help to investigate and interpret the past.</p>
	Geography	<ul style="list-style-type: none"> Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by a lake. 	<ul style="list-style-type: none"> Talk about members of their immediate family and community and their jobs 	<ul style="list-style-type: none"> Talk about observations they have made about the natural world around them. Shows care and concern for living things and the environment. 	<ul style="list-style-type: none"> Enjoys looking at stories or photographs from different places around the world and asks some simple questions. Can use simple directions e.g. forwards, backwards. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Discuss some similarities and differences between different environments in the UK. Talks about some features on a map e.g. river, roads. 	<p>Pupils will identify the four countries of the UK and the surrounding seas as well as identify human and physical features on maps and aerial photographs. They will learn to compare two areas of the UK, discuss weather patterns of the UK and use compass directions.</p>
	Computing & Online Safety	<ul style="list-style-type: none"> Knows how to operate simple equipment e.g. 'starting' the microwave in role play. 	<ul style="list-style-type: none"> Shows an interest in technological toys and devices e.g. pressing buttons on toys. 	<ul style="list-style-type: none"> Knows that information can be retrieved from digital devices and the internet e.g. Alexa or Google. 	<ul style="list-style-type: none"> Can talk about rules that help to keep us safe in and beyond the home when using technology. Talk about ways that I can find things out using the internet e.g. voice activation/ Google. 	<ul style="list-style-type: none"> Is able to follow instructions with more than two parts with minimal non-verbal communication. Can create content of a picture/ video on an iPad. 	<ul style="list-style-type: none"> Completes a simple program on electronic devices e.g. iPad or computers. Can create content draw a picture on the screen and view it. 	<p>In Y1, pupils use Chromebooks to create an animation algorithm, programme a beebot and create digital paintings and writing. They learn to use the internet to find things out, who to tell if they see something that they do not like online and understand the importance of passwords.</p>

	Links to KS1/2 curriculum	Nursery Autumn	Nursery Spring	Nursery Summer	Reception Autumn	Reception Spring	Reception Summer	Y1
	RE	<ul style="list-style-type: none"> Shows interest in stories/ photo books about people 	<ul style="list-style-type: none"> Encourage children to talk about their own home and community life to find out about other children's experiences. 	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines. 	<ul style="list-style-type: none"> Talk about places are special to them and their families e.g. church, beach. 	<ul style="list-style-type: none"> Understand that people have different beliefs and celebrate special times differently. E.g. Chinese New Year vs our New Year. 	<ul style="list-style-type: none"> Discuss some similarities and differences between a tradition or religious event. E.g. Eid-al-Fitr & Easter 	Pupils learn about Christianity and what Christians believe. They discuss sacred and special places and times and think about how to care for others and the world.
Expressive Arts and Design	Art & Design	<ul style="list-style-type: none"> Use tools for purpose e.g. scissors, knives, paintbrushes, pencils Enjoys expressing self and shows others their work e.g. painting, dancing. 	<ul style="list-style-type: none"> Begins to use drawing to represent actions and objects based on imagination, observation and experience. Talks about and expresses feelings and moods using colours, drawings and movements e.g. drawing a sad face for sad 	<ul style="list-style-type: none"> Combines colours when painting/ chalks to explore what might happen. Has an interest in and comments on artwork from artists, dances from professionals, actors in plays etc. 	<ul style="list-style-type: none"> Creates drawings, paintings, models etc which begin to have details added to them to help them to represent their ideas. Selects particular resources required for their own imaginative purpose e.g. materials and media 	<ul style="list-style-type: none"> Discuss methods, resources and ideas used in their creations and share models with pride. Looks at work from artists and talks about what they see. 	<ul style="list-style-type: none"> Design of a model of their choice needs to be included – either plan in heads or drawing. Hammers and risky tools – (Links to Physical Development) Use work of artists as inspiration for their own creations and looks at ways to improve their work 	In Y1, pupils design, make and evaluate products that they have made. They learn about the work of artists and describe similarities and differences in styles. Pupils paint, draw and sculpt using their ideas, experiences and imagination. Pupils are exposed to where foods come from and cook a healthy dish.
	Music	<ul style="list-style-type: none"> Moves whilst singing/ vocalizing whilst listening to sounds and music, while playing with instruments/ listening to music. Creates sound effects and movements e.g. creates the sound of a car/ animals. 	<ul style="list-style-type: none"> Sings/ vocalises whilst listening to sounds and music while playing with instruments. Creates sounds by rubbing, shaking, tapping, striking or blowing. 	<ul style="list-style-type: none"> Shows an interest in the way sounds make and instruments sound and experiments with ways of playing them e.g. loud/ quiet, fast/ slow Respond to what they have heard, expressing their thoughts and feelings e.g. too loud, quiet. 	<ul style="list-style-type: none"> Begins to build a collection of songs and dances. Looks at work from artists, actors, dancers etc and uses them as inspiration for their own creations. 	<ul style="list-style-type: none"> Plays along to a beat in a song they are singing or music that they are listening to. Selects particular resources required for their own imaginative purpose e.g. movements, instruments, materials. 	<ul style="list-style-type: none"> Use increasing knowledge and understanding of tools (instruments) and materials to explore their interests and enquiries and develop their thinking. Play ostinati (repeating patterns). 	In Music, pupils play tuned and untuned instruments, experimenting with sounds. They use their voice creatively to sing songs and chants. They listen to a range of music and combine sounds.