

EYFS Knowledge and Skills Progression in Reception at Burbage Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer	Early Learning Goal
Self-Regulation	I can follow a simple, one step instruction. I can talk about myself, my needs and my feelings using words such as 'happy, sad.'	I can recognise and talk about when I am feeling happy, sad, angry or worried. I am beginning to be able to recognise these feelings in others.	I understand and can explain why we have rules. I listen to what others say. I can engage with an activity that is not of my choosing. I can follow instructions with at least two steps.	I show that I can apply strategies to help me regulate my behaviour when I am angry or upset. For example, going to the calm corner or seeking help from an adult. I am developing my ability to use talk to resolve conflicts.	I can follow instructions involving several steps. I can listen to what others say and respond appropriately. I show concern for others' feelings. For example, trying to comfort them when they are upset. I can work towards a simple goal.	<ul style="list-style-type: none"> - 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.
Managing Self	I can put away and collect my own belongings such as my coat and book bag. I can use the toilet on my own. I can wash and dry my own hands. I can put on my own coat. I can use a knife and fork. I begin to follow some class rules.	I can put my own shoes on. I can zip up my own coat. I show confidence in my classroom environment and can talk about where I like to play. I can follow the classroom rules with minimal reminders.	I understand and can explain why we have rules. I am beginning to show resilience and perseverance in the face of a challenge. For example, taking my own jumper on and off or using the sellotape dispenser independently. I talk about myself in positive terms.	I am confident at trying new activities and challenges. I can mostly dress and undress with minimal support. I follow rules without reminders or prompts. I concentrate and show enjoyment when I achieve something. I know how to keep myself safe on the internet.	I manage my own personal needs. I know ways to keep myself safe. I can talk about keeping myself healthy such as healthy foods and toothbrushing. I show a can do attitude by concentrating and persevering when I find things difficult. I talk about what I can do well - how my light shines.	<ul style="list-style-type: none"> - 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.
Building Relationships	I am happy to come into school and leave my mum/dad/carer. I interact with other children.	I seek support from familiar adults and gain confidence to speak to peers and adults. I begin to develop friendships.	I can take turns with support. I can listen to the ideas of others and know that they should listen to me.	I have friendly and positive relationships with many children and adults in the setting. I am developing my ability to use talk to resolve conflicts. I show sensitivity to the needs of others.	I show confidence communicating with less familiar adults around school. I can take turns with others and play co-operatively. I apply strategies I have learned to be able to resolve conflict. For example, using a timer to share a toy. I can work in a small group.	<ul style="list-style-type: none"> - 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.

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Listening, Attention and Understanding	<p>I can sit for a short time such as storytime.</p> <p>I can listen to one thing at a time.</p> <p>I can listen to and follow a simple instruction.</p>	<p>I enjoy listening to a range of books, songs and rhymes.</p> <p>I am beginning to understand and answer how and why questions.</p>	<p>I am able to show that I understand how to listen carefully and know why it is important.</p> <p>I can ask questions to find out more.</p> <p>I can offer comments about stories I have listened to or during discussions.</p>	<p>I can retell a familiar story and follow a story without pictures or props.</p> <p>I use new vocabulary in my play and conversations.</p> <p>I listen to a wider range of stories, non-fiction, poems and rhymes.</p> <p>I comment on and ask questions about these new texts.</p>	<p>I can have conversations with adults and peers with back-and-forth exchanges.</p> <p>I can understand a range of questions and answer them appropriately.</p> <p>I show that I can listen during whole class discussions.</p>	<ul style="list-style-type: none"> - 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.
Speaking	<p>I can speak in short sentences (4-6 words). I am beginning to use some conjunctions to join my sentences.</p> <p>I can start a conversation and continue it.</p> <p>I join in with familiar rhymes.</p>	<p>I use new vocabulary throughout the day.</p> <p>I begin to learn new songs and rhymes.</p> <p>I am beginning to understand and answer how and why questions.</p> <p>I can express my likes and dislikes.</p>	<p>I talk in sentences using conjunctions e.g. and, because</p> <p>I show an increasing awareness of using the correct tense.</p> <p>I ask questions to find out more and clarify my understanding.</p> <p>I offer viewpoints and begin to explain why.</p>	<p>I engage with a range of books and I use new vocabulary in different contexts.</p> <p>I describe events in detail using and applying vocabulary I have learned.</p> <p>I am developing my ability to use talk to resolve conflicts.</p>	<p>I use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>I talk in sentences using a range of tenses.</p> <p>I use a range of connectives to connect my ideas and actions together. (and , but, because, so)</p>	<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.

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Gross Motor Skills	<p>I can move safely in a space.</p> <p>I can run, walk, hop and jump.</p> <p>I can use large muscle movements such as waving a flag.</p>	<p>I can move confidently in different ways such as crawling, jumping, hopping, skipping.</p> <p>I can understand new vocabulary associated with movement and direction.</p> <p>I can combine movements and begin to show control.</p> <p>I know safety rules for using the equipment.</p>	<p>I demonstrate strength in my upper and lower body.</p> <p>I can show co-ordination, balance and control with my body.</p> <p>For example in balance bike activities.</p> <p>I use my core muscles to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>I move confidently and safely on, across, under a variety of equipment.</p> <p>I jump and land safely from a height.</p> <p>I can work with a Partner co-operatively.</p> <p>I can perform a Sequence of 3 balances or movements.</p> <p>I move with increasing fluency, grace, agility and control.</p>	<p>I can demonstrate a range of ball skills such as throwing, catching, kicking, passing, batting and aiming.</p> <p>I am refining my precision, accuracy and competence at these ball skills.</p> <p>I show control</p> <p>I can work co-operatively as part of a team or group and follow the rules.</p>	<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	<p>I begin to show a preference for a dominant hand.</p> <p>I can use one handed equipment such as making snips in paper with scissors.</p> <p>I can copy some letters.</p>	<p>I can accurately draw lines, circles and shapes to draw pictures.</p> <p>I can use cutlery appropriately.</p> <p>I can begin to form some recognisable letters independently.</p>	<p>I can handle a range of tools safely and competently.</p> <p>I can manipulate a range of tools and equipment.</p> <p>I have a dominant hand.</p>	<p>I can correctly hold a pencil and use it with good control and pressure.</p> <p>I use one hand to hold my paper and the other to write.</p> <p>I can add appropriate features to my drawings such as arms, legs, body, head, eyes, nose, mouth, hair.</p>	<p>I hold scissors correctly and cut out small shapes.</p> <p>I can form most letters correctly.</p> <p>I can add finer details to my drawings such as hairstyle, fingers, ears, clothing.</p>	<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.

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Comprehension	I am interested in books and can talk about stories I have listened to. I Independently look at a book, holding it the correct way and turning pages correctly, one at a time.	I engage with and enjoy an increasing range of books. I can comment on stories and answer questions about what has happened. I can say what I think a book might be about. I begin to use book language such as cover, page, title, character.	I begin to use recently introduced vocabulary from stories in my play. I answer questions about how characters might be feeling and why. I can use puppets or props to begin to retell and recall a familiar story.	I predict what might happen next in stories. I engage with non-fiction books and ask and answer questions about them. I understand a wider range of book language such as author, illustrator. I can describe a character or setting.	I retell and talk about stories using recently introduced vocabulary. I ask and answer a range of questions about stories. I express what I think and feel about characters and events in books that have been read to me. I talk about the difference between fiction and non-fiction. I can sequence a familiar story.	<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	I know that print has meaning. I can recognise my name written down.	I can read all single letter sounds. I can segment and blend sounds together to read cvc words.	I learn to read some digraphs. I can read simple captions. For example cat in a hat. I am starting to use my 'performance voice' for subsequent reads of my decodable book.	I can confidently read digraphs ll, ff, ss, zz, gg and know that some spellings are "2 letters, 1 sound". I can read short sentences. I can read a few high frequency words such as I, is, has, the.	I can begin to read longer sentences consistent with my phonic knowledge. I can read some Unit 11 digraphs (sh, ch, th, ve, ng, wh) I can read some common exception words. I am beginning to read my home reading books with fluency.	<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	I give meanings to the marks I make. I can attempt to copy some of the letters in my name.	I can write my first name. I can segment to spell cvc words. I make anti-clockwise movements. I can form some letters correctly. I talk about what I have written.	I write graphemes to match the phonemes I have learned. I have a dominant hand when writing. I attempt to write captions. I attempt to write labels – for example – for models I have made.	I can write captions using my phonic knowledge. For example cat in a hat. I use my pencil with good control. I write for different purposes and with enjoyment.	I can form most letters correctly. I can write short sentences consistent with my phonic knowledge. My writing can be read by others. I am beginning to leave spaces between words. I am beginning to use capital letters and full stops correctly.	<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.

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Mathematics	<p>I can count up to 3 objects.</p> <p>I join in with number rhymes and counting games.</p> <p>I recognise some numerals.</p> <p>I can compare quantities, saying which group has more or less.</p>	<p>I can touch count objects to 5.</p> <p>I can recognise numerals to 5.</p> <p>I can count out 5 objects from a larger group.</p> <p>I can compare quantities within 5.</p> <p>I count objects, actions and sounds.</p> <p>I understand one more and one less.</p> <p>I explore the composition of numbers to 5.</p> <p>I can copy, continue and create repeating patterns.</p> <p>I can make comparisons between weight, length and capacity.</p> <p>I talk about and explore 2 d shapes.</p> <p>I compose and decompose shapes.</p>	<p>I recognise the numerals 6,7,8.</p> <p>I count 6,7,8 objects.</p> <p>I can subitise quantities to at least 3.</p> <p>I understand zero.</p> <p>I can identify and show representations of 0- 8.</p> <p>I can find one more than and one less than a number to at least 5.</p> <p>I explain my answers.</p> <p>I explore the composition of quantities to 8 and explain my findings.</p>	<p>I can recognise, count, and represent numbers to 10.</p> <p>I compare numbers within 10.</p> <p>I understand that a pair means 2.</p> <p>I begin to explore odd and even.</p> <p>I can combine two groups.</p> <p>I can find a double.</p> <p>I compare length, weight and capacity and use the associated vocabulary.</p> <p>I understand and use some everyday language related to time.</p> <p>I recognise and name some 3 d shapes.</p> <p>I can talk about the properties of 3 d shapes.</p>	<p>I can verbally count beyond 20.</p> <p>I can count, recognise and represent numbers beyond 10.</p> <p>I can recall number bonds to 5 and know some number bonds to 10.</p> <p>I can subitise to at least 5.</p> <p>I can select, rotate, and manipulate shapes to develop spatial reasoning.</p> <p>I can group and share objects within 10.</p> <p>I know doubles to 10.</p> <p>I understand and use positional language.</p> <p>I can begin to copy, continue and create more complex patterns.</p> <p>I can program a beebot.</p>	<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. - 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.

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Past and Present	<p>I can talk about my family.</p> <p>I can talk about my own experiences.</p>	<p>I can talk about memories of things that have happened in my lifetime.</p> <p>I talk about the lives of people around me.</p> <p>I comment on historical/fictional figures from the past using storybooks or information books.</p> <p>I begin to talk about the seasons and can name some of them.</p> <p>I know that the days of the week have names.</p>	<p>I talk about the lives of people around me and their roles in society.</p> <p>I talk about similarities and differences between people, objects and events.</p> <p>I talk about similarities and differences in the past and now.</p> <p>I understand and use everyday language related to time.</p> <p>I sequence events using first, then, next.</p>	<p>I sequence memories that have happened in my lifetime.</p> <p>I can sequence the seasons.</p> <p>I talk about and ask questions about events and people in the past.</p> <p>I understand the words past and present. I know the days of the week and can say them in the correct order.</p>	<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	<p>I can talk about my immediate environment and where I live.</p> <p>I show an interest in different occupations.</p>	<p>I recognise and talk about similarities and differences between people.</p> <p>I know and understand that people have different beliefs.</p> <p>I talk about places where I live and things I may pass on my way to school.</p> <p>I know what a map is.</p> <p>I know that there are many countries around the world.</p>	<p>I know that people around the world have different beliefs and celebrate special times in different ways.</p> <p>I understand that some places are special to members of their communities.</p> <p>I know about people who help us within the local community.</p> <p>I can identify features on a map such as land and sea.</p> <p>I can talk about local places and environments such as the church, the park, Savernake Forest, the canal.</p>	<p>I can talk about some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class.</p> <p>I know that people in other countries may speak different languages.</p> <p>I can talk about some similarities and differences between life in this country and life in other countries.</p> <p>I draw and create my own simple maps.</p> <p>I understand and can use some vocabulary related to Christianity. For example, Bible, church, Jesus, God, celebration, Christmas, Easter, worship, belief .</p> <p>I understand and can use some vocabulary related to Islam. For example, Qu’ran, Mosque, Allah</p>	<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. 	
The Natural World	<p>I explore, comment on, and ask questions about the natural environment around me.</p> <p>I show understanding of some key features of a lifecycle of a plant or an animal.</p>	<p>I understand the terms same and different.</p> <p>I explore the natural world, describing what I see, hear and feel around me.</p> <p>I talk about the differences between materials and use new vocabulary to describe them.</p> <p>I notice and begin to talk about how materials can be changed.</p>	<p>I talk about features of the environment I am in and learn about different environments.</p> <p>I make observations about animals and plants discussing similarities and differences.</p> <p>I can say what animals and plants need to grow.</p> <p>I ask and answer questions about why things happen and how things work.</p>	<p>I can draw pictures of animals and plants and include key features.</p> <p>I talk about the changes of the seasons and order them.</p> <p>I talk about the changes of clothes I will need for the seasons.</p> <p>I know some important processes and changes in the natural world including states of matter.</p> <p>I show care and respect for living things and the environment in which they live.</p> <p>I know that humans produce babies who grow into children and then adults.</p>	<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. 	

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Creating with Materials	<p>I experiment with colour mixing.</p> <p>I begin to create my own 'small worlds' using various construction kits.</p> <p>I explore different materials.</p> <p>I draw shapes to represent objects and begin to add details.</p>	<p>I experiment with different textures .</p> <p>I can mix different colours and talk about the process.</p> <p>I can talk about my paintings and creations.</p> <p>I can join materials using sellotape, or glue.</p> <p>I say what I am going to make – I may need support from an adult to develop my ideas.</p> <p>I know how to use the scissors safely.</p>	<p>I safely explore different techniques for joining materials.</p> <p>I use a paintbrush effectively.</p> <p>I use colours for a purpose.</p> <p>I can mix different shades and talk about the process.</p> <p>I use my own ideas to create paintings and drawings.</p> <p>I create and describe patterns and textures.</p> <p>I combine different media.</p> <p>I have my own ideas for my models and I can talk about and explain my ideas to peers and adults.</p> <p>I can draw a simple design of what I plan to make and label my drawings.</p> <p>I can use an ipad to take photographs of my creations.</p> <p>I begin to adapt and improve my models.</p> <p>I make props and costumes for different role play scenarios.</p> <p>I can cut along a straight line.</p> <p>I join items in a variety of ways – glue, hole punch, string and tape.</p> <p>I make imaginative small-world scenes - for example in the wooden blocks area.</p>	<p>I explore and use a variety of artistic effects to express my ideas and feelings.</p> <p>I share creations, talk about and describe processes and evaluate my work.</p> <p>I articulate my own ideas using full sentences</p> <p>I create artwork in the style of different artists.</p> <p>I show care and accuracy in my drawings.</p> <p>I can use scissors correctly and with control, cutting out smaller shapes.</p> <p>I work collaboratively with others.</p> <p>I take turns with resources.</p>	<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	<p>I take part in pretend play.</p> <p>I enjoy joining in with songs and rhymes.</p> <p>I can pitch match when singing.</p> <p>I begin to make up my own songs.</p>	<p>I experiment with different instruments and their sounds.</p> <p>I can sing in a group or on my own, learning the words to new songs.</p> <p>I can pitch match when singing and follow the melody.</p>	<p>I develop my own storylines in my pretend play based on stories or my own experiences.</p> <p>I can use puppets or props to begin to retell and recall a familiar story.</p> <p>I can move in time to the music.</p> <p>I play percussion instruments in time to a simple piece of music.</p> <p>I handle instruments with care.</p> <p>I listen to different music and talk about how it makes me feel.</p> <p>I watch and talk about dance and performance art and how it makes me feel.</p> <p>I talk about the sounds I make with instruments such as loud/quiet/fast/slow.</p> <p>I sing songs and make music as part of a group.</p>	<p>I explore and engage in music making using a range of different instruments and explore ways of changing them.</p> <p>I perform music and dance on my own and in a group.</p> <p>I play an instrument following a musical pattern.</p> <p>I invent my own narratives, stories and poems.</p> <p>I can take part in a group role play such as a retelling of a traditional story.</p> <p>I know the names of some of the musical instruments.</p>	<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.