

EYFS curriculum 2024

Westmorland Primary School EYFS progression of skills

[Document subtitle]



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	Mathematics - Progressive skills matched to a child's ability not age range						
<u>Reciting numbers</u>	Verbally recite numbers out loud	Verbally recite numbers 0-5 in order	Verbally recite numbers 0-10 in order	Verbally recite numbers starting from a different starting point than 1	Verbally recite numbers in order past 10	Verbally count backwards	
<u>Careful Counting</u>	1:1 principle – assigning one number name to each object 0-5 6-10	Stable order principle – understanding that when counting, the numbers have to be said in the correct order	Cardinal principle – understanding the number name assigned to the final object is the total number	Abstraction principle – understanding that anything can be counted, even if you can't touch or see it	Order-irrelevance principle – understanding that the order we count a group of objects is irrelevant – the total will still be the same		
<u>Composition</u>	To know a number is made up of an amount	Can partition the amount/number into 2 groups by making arrangements with objects	Can partition into 2 groups pictorially	Can physically separate a group into 2 partitions Can construct a group from 2 separate kinds of things	Can partition into 2 groups and recombine to make a total again	Can recall how to partition a number with more than 2 facts i.e 4 can be 1+1+2 Can partition into 2 equal groups and learn double facts, and the link between the patterns	Can partition/recall number facts mentally

<u>Comparisons</u>	Understanding more and less and the language involved	Knowing that one more is the next number, that it gets bigger by one Knowing one less is the previous number, its smaller	Understanding more/less relationship between sequential numbers	Challenge children by using different sizes or things – this way we channel children to focus on the numerosity, rather than any other things.	Compare 2 groups that are obviously different Reasoning – which amount would you want and why – Listen to the answer and reasons	Compare 2 groups where the amounts are not as obviously different	Compare numbers that are far apart, near to, and next to each other Identify groups with equal amounts Explain sharing – fair and unfair
<u>Subitising</u>	Understand that an amount can be shown in different forms and arrays and in regular and irregular ways	To recognise an amount in regular forms to 5 without counting	To recognise an amount in irregular forms to 5 without counting	To recognise an amount in regular forms to 10 without counting (irregular forms must be explored too)	To be able to recall amounts, through subitising, in many different forms	To be able to see number patterns on your hand by subitising	
<u>Numeral meaning</u>	Match a number to an amount 0-5	Match a number to an amount 6-10	Know that a number does not change if the amount is arranged differently – only if something is added/taken away	Know that an amount is bigger than another amount	Can explain which is the biggest/smallest amount, and give reasons for this	Can order numbers/amounts from 0-5 Can order numbers/amounts from 0-10	Can group amounts in different ways

<u>Number patterns</u>	Can identify even numbers	Can identify odd numbers	Can share amounts – fairly and unfairly into 2 groups	Can find patterns in numbers 0-5 I.e 4 is double 2, or 1+1+1+1	Can find patterns in numbers 6-10	Can explain patterns that are visual i.e staircase pattern	Can give reasons for number patterns i.e its getting bigger because, this number is missing and I know this because..
<u>Addition To 10</u>	Can find one more in number songs and rhymes	Can count on from a given number that is not 1	Can understand that 2 groups together make a larger total	Can combine 2 groups to make another amount using concrete materials	Can find the total of 2 groups using number bonds		
<u>Subtraction To 10</u>	Can use the language of subtraction finding 1 less in rhymes and songs	Can understand that taking away means the group gets smaller	Can count back from a number to 10	Can compare 2 groups using concrete materials	Can compare 2 groups using concrete and pictorial images	Can link number facts for subtraction facts to 10	
<u>Shape 2D</u>	Can identify shapes around them	Can name and recognise 4 basic 2D shapes	Can recognise shapes within shapes	Can turn shapes to fit/make new shapes	Can use language about shapes i.e sides, corners	Can use shapes to make a picture and choose them in the correct context i.e a face is round, so not use a triangle	
<u>Shape 3D</u>	Can identify shapes around them	Can name and recognise 4 basic 3D shapes	Can recognise shapes within shapes	Can turn shapes to fit/make new shapes	Can use language about shapes i.e faces, vertices	Can use shapes to make a model with and choose them in the	

						correct context i.e cuboids for stairs	
<u>Pattern</u>	Can recognise patterns can be different i.e spots, stripes	Can identify and name different patterns independently	Can copy a repeating pattern ABAB or ABB	Can continue a repeating pattern ABAB or ABB	Can create a repeating pattern ABAB or ABB		
NOTE - Patterns at each stage needs to include movement, sounds, time, art, language and stories							
<u>Measures</u>	Can use everyday language of time when playing i.e lunchtime, hometime, can say a few different times	Can recognise different measures such as Full, empty, long, short, tall, heavy, light	Can use language to identify and talk about different measures (as previous)	Can use language independently in play	Can compare a variety of measures when the measures obviously different	Can compare a variety of measures when the measures are not obviously different	
<u>Position</u>	Can use different positional language in play (not necessarily correct)	Can recognise and name different positional language	Can respond appropriately understanding the different positional language following instructions	Can use positional language correctly, independently, in a variety of contexts			
<u>Writing numbers</u>	Can write marks to represent a number	Can trace over a number and know what it is	Can copy a number and know its meaning and amount	Can write a numeral to match an amount they hear	Can form numbers 0-3, then 5, then 7, then 9 correctly		

Long term plan and coverage for Nursery															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Autumn 14	BASELINE			Numbers 0-3				Numbers 3-5							XMAS
	1	2	3	4	5	6	7	8	9	10	11				
Spring 11	Numbers 0-3							Numbers 3-5							
	1	2	3	4	5	6	7	8	9	10	11	12	13		
Summer	Numbers 0-5														

All of the skills are taught for each number – throughout the year. This encourages repetition, consolidation and understanding of the breadth of coverage needed rather than to move forward to cover.

Long term plan and coverage for Reception															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Autumn term 14 weeks	Assessments			Numbers 0-3				Numbers 0-5							
	1	2	3	4	5	6	7	8	9	10	11				
Spring term 13 weeks	Numbers 0-8					Numbers 0 - 10									
	1	2	3	4	5	6	7	8	9	10	11				
Summer term 12 weeks	Numbers 0-10														

	Literacy - Progressive skills matched to a child's ability not age range						
<u>Comprehension</u>	Has a favourite rhyme or story	Listen to a story/rhyme and use some story language	Can learn and say new vocabulary (copying what they have heard), using some in their play	Can join in with repeated phrases in the correct place	Can recreate a story using key points in their own play or with an adult	Can sequence a familiar story using 3 pictures	Can retell a story using picture clues
	Can make predictions about what may happen next – any predictions in a context	Can show understanding of what a story is by discussing characters, events and settings	Can talk about what they have heard and learnt by retelling a story in their own words	Can retell a story accurately enough you know what it is			
<u>Rhyme</u>	To listen to a rhyme	To join in a rhyming string and to know it rhymes	To identify 2 words that rhyme in a song	To be able to think of 2 words that rhyme from memory	To be able to distinguish between words that rhyme and those that do not		
<u>Alliteration</u>	To listen to a variety of words and join in saying them	To begin to hear the initial sound in words	To identify the initial sound in words	To name the initial sound in words	To recognise alliterative sentences	To identify and create own alliterative sentences	Can name other objects that begin with the same letter/sound

<u>Word Reading</u>	Can notice things are different – print, pictures etc around them	Can recognise logos in the environment	Can recognise their own name	Can distinguish their own name from other children's names	Can read simple high frequency words	Can read a growing number of high frequency words	
<u>Phonics</u>	Can join in with songs, rhymes of the English alphabet	Can identify and name some, then most, then all of the letters from the alphabet	Can distinguish between a letter and a word	Can identify and name phoneme to grapheme correspondence	Can name and identify digraphs then trigraphs, and match the sound to them when reading	Can segment and blend to read vc, cvc, cvcc words independently	
<u>Using books</u>	To be interested in books around them	Can hold a book the correct way round	Can turn the pages independently	Can follow text in a book from left to right	Can identify letters, words, sounds, pictures in the book		
<u>Handwriting</u>	Can hold a pencil, then holds it correctly and uses it with meaning	Can draw lines and circles and differentiate between them	Can go clockwise and anti-clockwise as needed	Can mark make resembling letters in English	Can write letters from the alphabet, then write them correctly formed	Can write lower case letters, then upper case letters	Can match lower case letters to upper case letters
	Can trace their own name	Can copy their own name	Can write their own name from memory	Can write their surname – trace, copy and from memory			

<u>Sentence building</u>	Can use a widening vocabulary	Can understand words are used in a sentence	Can create a sentence using pictorial representations (c.semantics)	Can verbalise the sentences using the colourful semantics	Can build and verbalise longer sentences	Can understand basic punctuation in a sentence	Can write from left to right, following directionality
<u>Spelling</u>	Can hear the sounds in a word	Can segment and blend the sounds in words	Can write the correct sound with the correct letter/letters (phonetically plausible)	Can write the correct sound with the correct letter/letters (usually choosing correctly)	Can write common exception words from memory, then write them correctly formed	Can write a sentence independently	Can re-read what they've written and check it makes sense
<u>Understanding</u>	Can clap put syllables in a word	Can listen to each sound in a word and segment it to explain each sound	Can match beginning and end sounds	Can link a sound with other words with the same sound	Can say a sentence out loud	Can re-tell you the sentence before writing it	Can talk about what they have written

	Physical development - Progressive skills matched to a child's ability not age range						
<u>Fine motor skills</u>	Can pick up tools and use them	Can develop strength in hands, shoulders, joints to be able to push, pull, roll, stretch, manipulate objects such as playdough	Can stack objects	Can use 2 fingers to thread larger objects, pick up objects and manipulate objects	Can pass, pick and move materials using fine motor control	Can use variety of tools safely and confidently Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

<u>Muscle development</u>	Use large-muscle movements to wave flags and streamers, paint and make marks	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor	Can show strength in muscles by pulling, pushing, climbing different manipulatives	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	
<u>Ball Skills</u>	Can hold, pick up, and roll a ball to others	Can control a ball and use skills to manoeuvre and manipulate it	Can throw a ball into the air and in different ways	Can begin to catch a ball with 2 hands from a small distance away	Can throw and catch a ball with a partner from a small distance	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming..	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball
<u>Movement</u>	Continue to develop their movement, balancing, riding (scooters, trikes and	Go up steps and stairs, or climb up apparatus, using alternate feet	Skip, hop, stand on one leg and hold a pose for a game like musical statues	Collaborate with others to manage large items, such as moving a long plank safely,	Revise and refine the fundamental movement skills they have already acquired: -	Combine different movements with ease and fluency	

	bikes) and ball skills.			carrying large hollow blocks.	rolling - crawling - walking - jumping - running - hopping skipping - climbing		
<u>Wellbeing</u>	Can accept help to make things better	Can seek help to make things better	Can show understanding about things to keep us healthy Toothbrushing Screen time Good routine	Know and talk about the different factors that support their overall health and wellbeing			

	Personal, Social and Emotional - Progressive skills matched to a child's ability not age range						
<u>Self-Regulation</u>	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'	Express their feelings and consider the feelings of others	Identify and moderate their own feelings socially and emotionally.	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	Demonstrate appropriateness when being assertive, when listening and responding, when solving conflicts

<u>Managing Self hygiene</u>	Can go to the toilet with support, with prompts, needing support with clothing	Can go to the toilet, mostly independently, being able to manipulate clothing independently	Can manage own basic hygiene needs with support	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices			
<u>Managing self – values and worth</u>	Can select activities and resources with help	Does not always need an adult to remind them of a rule.	Increasingly follow rules, understanding why they are important.	Become more outgoing with unfamiliar people, in the safe context of their setting.	Show more confidence in new social situations. See themselves as a valuable individual	Show resilience and perseverance in the face of challenge	Explain the reasons for rules, know right from wrong and try to behave accordingly
<u>Building relationships</u>	Play with one or more other children, extending and elaborating play ideas. Begin to understand how others might be feeling	Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	To respond to other adults and children in positive ways	Build constructive and respectful 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

	Communication and Language - Progressive skills matched to a child's ability not age range						
<u>Listening</u>	Enjoy listening to longer stories and can remember much of what happens.	Learn new vocabulary Engage in story-times.	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	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			

<u>Attention</u>	Can find it difficult to pay attention to more than one thing at a time.	Listen carefully to rhymes and songs, paying attention to how they sound.	Learn rhymes, poems and songs.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers			
<u>Understanding</u>	Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".	Understand 'why' and 'how' questions, like: "Why do you think the caterpillar got so fat?" "how did it happen?"	Understand how to listen carefully and why listening is important.	Listen to and talk about stories to build familiarity and understanding.	Make comments about what they have heard and ask questions to clarify their understanding	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	
<u>Speaking</u>	Use a wider range of vocabulary. Sing a large repertoire of songs.	Use longer sentences of four to six words.	Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Describe events in some detail.	Develop social phrases. Use new vocabulary in different contexts.	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
<u>Grammar and sentence structure</u>	Develop their communication, but may continue to	May have problems saying: - some sounds: r, j, th, ch, and	Articulate their ideas and thoughts in	Express their ideas and feelings about their	Ask questions to find out more and to check they	Connect one idea or action to another using a	Use talk to help work out problems and organise

	have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.	well-formed sentences	experiences using full sentences, including use of past, present and future tenses and making use of conjunctions	understand what has been said to them.	range of connectives.	thinking and activities explain how things work and why they might happen.
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	Understanding the world - Progressive skills matched to a child's ability not age range						
<u>Plants/animals</u>	Plant seeds and care for growing plants.	Understand the key features of the life cycle of a plant and an animal.	Use all their senses in hands-on exploration of natural materials.				
<u>Living things and habitats</u>	Draw information from a simple map.	Describe what they see, hear and feel whilst outside.					

<u>Forces</u>	Explore how things work.	Explore and talk about different forces they can feel.					
<u>Environments</u>	Can listen to language describing things around them – matching the word to an actual concrete or pictorial example	Can engage and respond to stories, rhymes, discussions about an environment 1.e talk about the setting in a story	Can notice differences in environments, and sort without language	Can notice differences in environments, and sort with language and explanations	Can use different stimuli with an adult to talk about an environment – maps, walks etc	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	
<u>People and Culture</u>	Can identify themselves and notice features	Can notice and understand similarities and differences between themselves and others	Can use language to talk about similarities and differences between themselves and others	Can understand and engage in different celebrations and festivals in class – through stories, role play, activities	Can talk about similarities and differences between celebrations and people	Can understand people can be different and believe in different things	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

<u>Communities</u>	Can recognise places are different	Can use language to name local places i.e landmarks, park, house	Can listen to and learn new vocabulary naming a larger bank of places – in this Country, and worldwide	Can use language to name other places in their play	Can compare life in England to other places obviously different (hot/cold etc)	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.	
<u>Past and Present</u>	Can talk about different jobs –either what mums/dads do or what they know of, or when playing	Can understand that peoples jobs are to help others/do different things	Talk about the lives of the people around them and their roles in society				
<u>Past and Present</u>	Can use time language – today, tomorrow, yesterday, now, then	To listen to and respond to stories set in different times	To being to understand that adults are older than them, so were born before them	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;		

<u>The natural world</u>	Can immerse themselves in the natural world around them playing with different materials	Can learn new vocabulary matched to the natural world around them	Can use language to talk about the natural world around them	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		
<u>Change</u>	Can identify the weather/environment outdoors using gestures/language	Can understand that the natural world changes i.e leave fall off trees	Can use language to talk about the changes they can see around them	Can identify different seasons – matching pictures to their words etc	Can discuss change i.e melting, freezing	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	

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	Expressive Arts and Design - Progressive skills matched to a child's ability not age range						
<u>Creating with materials</u>	Can learn vocabulary for colour, materials, tools etc	Can use vocabulary when discussing their creations	Can follow instructions to develop techniques when building, modelling, and drawing	Can think of an end product whilst creating, and communicate this	Can develop their own ideas through copying, exploration and practice	Share their creations, explaining the process they have used	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Make use of props and materials when role playing characters in narratives and stories.

<u>Being imaginative and expressive</u>	To listen and learn rhymes, songs, chants and learn new vocabulary	To join in with songs, rhymes and chants on a 1:1, small group, whole class basis	Can change words and make up own phrases, songs and rhymes on their own or with others	Sing a range of well-known nursery rhymes and songs	Can match movement to songs and rhymes in any form	Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.	Invent, adapt and recount narratives and stories with peers and their teacher
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