



EARLY YEARS FOUNDATION STAGE
PROGRESSION OF KNOWLEDGE AND SKILLS
2024-2025



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WISTOW PAROCHIAL PRIMARY SCHOOL

Communication and Language			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Reception	Development Matters (Reception)	<p>Listening, Attention and Understanding Children will listen carefully to a short story.</p> <p>Children can follow 2 part instructions.</p> <p>Speaking Children will know and retell The Gingerbread Man.</p> <p>Children will know and use vocabulary linked to 'Marvellous Me!' including special, Unique, individual, different, similar,</p> <p>Children can use the names of the resources and areas within the classroom.</p>	<p>Listening, Attention and Understanding Children will join in with repeated refrains in a story.</p> <p>Speaking Children will know and retell The Little Red Hen.</p> <p>Children will know and use vocabulary linked to 'Fantastic Festivals!' including tradition, Hanukkah, religion, festivals, celebrations, Christmas,</p> <p>Children will be able to say what resources they would like to use.</p> <p>Children will be able to say what area of the classroom they would like to explore.</p> <p>Children will express ideas using past and present tense.</p>	<p>Listening, Attention and Understanding Children will talk about key events in a story.</p> <p>Children will learn some basic rhymes such as Bar Bar Black sheep and Little Bow Peep</p> <p>Speaking Children will know and retell The Three Billy Goats Gruff</p> <p>Children will know and use vocabulary linked to winter wonderland' including Artic, Antarctic, icy, frosty, freeze, icicles.</p> <p>Children will be able to use past tense when talking about what they did at the weekend.</p>	<p>Listening, Attention and Understanding Children will identify the main characters in the story and talk about their feelings.</p> <p>Children will be able to recite some short poems such as 'A little seed'.</p> <p>Speaking Children will know and retell Chicken Licken</p> <p>Children will know and use vocabulary linked to their theme 'People Who Help Us' Including Jobs, career, goals, aspirations</p>	<p>Listening, Attention and Understanding Children will link events in a story to their own experiences.</p> <p>To begin to ask questions linked to a story or event in school.</p> <p>Speaking Children will know and retell The Enormous Turnip</p> <p>Children will know and use vocabulary linked to 'Amazing Animals!' including nocturnal, hibernate, mammals, reptiles, birds, fish, insects and amphibians</p>
<p>Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>								

Personal, Social and Emotional	Reception	Development Matters (Reception)	<p><u>Self-Regulation</u> Children will show confidence in their new environment. Children will develop a sense of community and responsibility with school clubs. Children will be able to recognise themselves as unique and individual.</p> <p><u>Managing Self</u> Children will know how regular teeth brushing is important for their health.</p> <p><u>Building Relationships</u> Children will know how to identify their feelings, using books such as ‘The Colour Monster’ to support understanding.</p>	<p><u>Self-Regulation</u> Children will begin to recognise feelings within themselves and others.</p> <p>Children begin to know there is consequences for their actions and behaviours.</p> <p><u>Managing Self</u> Children will know the schools golden values respect, resilience, honesty and forgiveness.</p> <p>Children will know how healthy eating is important for their health.</p> <p><u>Building Relationships</u> Children will know how to listen to others with respect. Monkey needs to listen.</p>	<p><u>Self-Regulation</u> Children will know how to make the right choice and the consequences of not doing so. Koala makes the right choices</p> <p><u>Managing Self</u> Children will know how regular exercise is important for their health.</p> <p><u>Building Relationships</u> Children will know how to treat others in our class. Elephant learns to share.</p> <p>Children will begin to resolve conflicts by finding solutions independently when working as part of a group.</p>	<p><u>Self-Regulation</u> Children will know the effects of their behaviour on others. Cheetah learns to play nicely.</p> <p><u>Managing Self</u> Children will know what a sensible amount of screen time is and why this is important for their health.</p> <p><u>Building Relationships</u> Children will be able to describe what makes a good friend including attributes such as listening and sharing.</p>	<p><u>Self-Regulation</u> Children will know to use the calm corner when they are feeling upset/angry. Gecko is frustrated.</p> <p><u>Managing Self</u> Children will know about the importance of a good sleep routine for their health.</p> <p><u>Building Relationships</u> Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p>	<p><u>Self-Regulation</u> Children will know how to overcome challenges by finding solutions either independently or collaboratively. Flamingo is brave.</p> <p><u>Managing Self</u> Children will know how to be a safe pedestrian and why this is important.</p> <p><u>Building Relationships</u> Children will know how to resolve a problem by talking it through with a friend or adult.</p>
	<p><u>Self-Regulation:</u> 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.</p> <p><u>Managing Self:</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><u>Building Relationships:</u> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.</p>							

Physical	Reception	Development Matters (Reception)	<p>Gross Motor Children will know how to hop, skip and balance.</p> <p>Children will master large scale movements linked to letter formation.</p> <p>Fine Motor Children will know how to use a knife and fork correctly.</p> <p>Children will show a preference for a dominant hand.</p> <p>Children will be able to use a comfortable grip when holding mark making tools such as a pencil or paintbrush.</p>	<p>Gross Motor Children will know how to climb on and off the play equipment independently.</p> <p>Children will master large scale movements linked to letter formation.</p> <p>Children will be able to follow a basic dance routine.</p> <p>Fine Motor Children will know how get themselves changed for PE independently including using buttons and zippers.</p> <p>Children will know the correct pencil grip and posture for writing.</p> <p>Children will know how to correctly form the letters m, a, s, d, t, i, n, p, g, o.</p>	<p>Gross Motor Children will know how to move themselves along a variety of obstacle courses.</p> <p>Children will understand how to keep themselves safe on a variety of equipment.</p> <p>Children can complete a pencil, tuck and star jump of equipment.</p> <p>Fine Motor Children will be able to hold mark making tools with the tripod grip.</p> <p>Children will be able to use the loop scissors to make snips in paper.</p> <p>Children will know how to correctly form the letters c, k, u, b, f, e.</p> <p>Children will know how to thread and sew.</p>	<p>Gross Motor Children will know how to run, jump, throw and catch in a variety of different ways.</p> <p>Fine Motor Children will know how to use two-hole scissors to make snips in paper.</p> <p>Children will know how to correctly form the letters l, h, r, j, v, y.</p> <p>Children will be able to roll malleable material into a ball</p>	<p>Gross Motor Children will know how to throw and catch different sized balls.</p> <p>Fine Motor Children will know how to use a single hole-punch to create hole.</p> <p>Children will know how to correctly form the letters w, z, x, q.</p> <p>Children will be able to roll malleable material into long sausages.</p>	<p>Gross Motor Children will know how to bat and aim using different sized balls.</p> <p>Fine Motor Children will know how to use two-hole scissors to cut along lines.</p> <p>Children will know how to correctly form capital letters.</p> <p>Children can use small tools to create patterns and marks in malleable materials.</p>
	<p>Gross Motor: 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.</p> <p>Fine Motor: 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.</p>							

Reception	Development Matters (Reception)	<p>Comprehension Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p>Word Reading Children will read and correctly form the sounds m, a, s, d, t, i, n, p, g.</p> <p>Children will hear and identify initial sounds in words.</p> <p>Children will know tricky red words l, of, my.</p> <p>Writing Children will know how to correctly form the letters m, a, s, d.</p> <p>Children will know how to write their name.</p> <p>Children will be able to orally retell a story.</p>	<p>Comprehension Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p>Word Reading Children will read and correctly form the sounds o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x.</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words to, the and no.</p> <p>Writing Children will know how to correctly form the letters t, i, n, p, g, o.</p> <p>Children will know how to write initial sounds.</p> <p>Children will begin to write labels and captions.</p>	<p>Comprehension Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p>Word Reading Children will read and correctly form the sounds qu, ch, th, sh, ng, nk.</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words your, said, no</p> <p>Writing Children will know how to correctly form the letters c, k, u, b, f, e.</p> <p>Children will know how to write CVC/CVCC words.</p> <p>Children will be able to create a story map of a familiar story.</p> <p>Children will be able to write captions to match a picture.</p>	<p>Comprehension Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p>Word Reading Children will read and correctly form the sounds ay, ee, igh, ow, oo (short), oo (long).</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words my, he and are</p> <p>Writing Children will know how to correctly form the letters l, h, r, j, v, y.</p> <p>Children will know how to write a short phrase.</p> <p>Children will be able to retell a story with some simple sentences matched with their phonic knowledge.</p>	<p>Comprehension Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p>Word Reading Children will read and correctly form the sounds ar, or, air, ir, ou, oy.</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words me, go and she</p> <p>Writing Children will know how to correctly form the letters w, z, x, q.</p> <p>Children will know how to write a short sentence matched with their phonic knowledge.</p>	<p>Comprehension Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p>Word Reading Children will sound and blend words with RWI set 1 and 2 sounds.</p> <p>Children will know tricky red words all, we and be.</p> <p>Writing Children will know how to correctly form capital letters.</p> <p>Children will know how to read what they have written to check it makes sense.</p> <p>Children will be able to rewrite a story using sentences matched with their phonic knowledge.</p>
		<p>Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>					

Maths	Reception	Development Matters (Reception)	<p>Number Children will represent, compose and compare numbers to 3.</p> <p>Numerical Patterns Children will match and sort.</p> <p>Children will compare amounts, size, mass and capacity.</p> <p>Children will make AB patterns.</p>	<p>Number Children will represent, compose and compare numbers to 5.</p> <p>Numerical Patterns Children will identify and describe circles, triangles, squares and rectangles.</p> <p>Children will use positional language including under, over, around and through.</p> <p>Children will identify one more and one less within 5.</p>	<p>Number Children will know number bonds to 4.</p> <p>Children will identify 0.</p> <p>Children will represent, compose and compare numbers to 8.</p> <p>Numerical Patterns Children will compare mass and capacity.</p> <p>Children will make pairs.</p>	<p>Number Children will know number bonds to 5.</p> <p>Numerical Patterns Children will combine 2 groups.</p> <p>Children will explore length, height and time.</p> <p>Children will compare numbers to 10.</p> <p>Children will identify a cube, sphere, cylinder and cone.</p> <p>Children will make ABB/AAB repeated patterns.</p>	<p>Number Children will know $5+5=10$, $0+10=10$.</p> <p>Children will count forwards and backwards within 10.</p> <p>Numerical Patterns Children will build and identify numbers to 20.</p> <p>Children will match patterns using tangrams and shapes.</p> <p>Children will add more and take away within 20.</p>	<p>Number Children will double within 10.</p> <p>Numerical Patterns Children will equally share into two groups.</p> <p>Children will identify even and odd numbers up to 10.</p> <p>Children will verbally count beyond 20.</p>
	<p>Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>							

Understanding the World	Reception	History	<p>Past and Present Children will know how they have changed from being a baby to being 4/5.</p> <p>Children will be able to identify and name some of their family members.</p>	<p>Past and Present Children will explore images, stories and artefacts from the past.</p> <p>Children will know that Remembrance Day is to remember soldiers who died in the war.</p>	<p>Past and Present Children will know that the past is anything before the current day.</p>	<p>Past and Present Children will understand that the present is now.</p>	<p>Past and Present Children will know who David Attenborough is and why he is important.</p> <p>Children will look at images of seaside holidays from the past and present and identify similarities and differences.</p>	
		Geography	<p>People, Culture and Communities Children will know that the green on a globe is land and the blue is sea.</p> <p>Children will know that a globe shows different countries around the world.</p> <p>Children will identify typical weather in Autumn.</p>	<p>People, Culture and Communities Children will know how people in different countries celebrate Christmas.</p>	<p>People, Culture and Communities Children will know the name of the road that our school is on.</p> <p>Children will explore aerial maps of our school and identify key features.</p> <p>Children will identify typical weather in Winter.</p>	<p>People, Culture and Communities Will know what the UK is and looks like.</p> <p>Will know that it is made of 4 countries and the Wistow is in England.</p>	<p>People, Culture and Communities Children will know that we do not have certain animals in England and will compare with Africa.</p> <p>Children will identify typical weather in Spring.</p> <p>Children will identify typical weather in Summer.</p>	
		Science	<p>The Natural World Children will know the names of body parts: shoulders, elbows, knees, ankles.</p> <p>Children will know the 5 senses.</p> <p>Children will know that this time of year is Autumn.</p>	<p>The Natural World Children will identify plastic and metal.</p> <p>Children will know what material a magnet picks up.</p>	<p>The Natural World Children will know that this time of year is Winter.</p> <p>Children will explore floating and sinking.</p> <p>Children will know that there are 8 planets in the solar system.</p>	<p>The Natural World Children will observe changes and growth of butterflies.</p> <p>Children will know the life cycle of a frog.</p> <p>Children will know that this time of year is Spring.</p> <p>Children will explore the strength of materials to make a trap for Foxy Loxy.</p>	<p>The Natural World Children will know the names of the 4 seasons and weather associated with them.</p> <p>Children will know the life cycle of a sunflower.</p> <p>Children will know how to care for a plant.</p> <p>Children will observe how a tree has changed over the 4 seasons.</p> <p>Children will know the properties of some materials including which are waterproof and which are not.</p>	<p>The Natural World Children will know that this time of year is Summer.</p> <p>Children will know that some animals can live underwater.</p> <p>Children will melt and solidify different substances such as chocolate and butter.</p>
		RE	<p>People, Culture and Communities Children will know what is special to them and their families.</p>	<p>People, Culture and Communities Children will know the story of Diwali.</p> <p>Children will know the Christian Christmas story.</p>	<p>People, Culture and Communities Children will know about special place in the community. Children will name and explain the purpose of a church.</p>	<p>People, Culture and Communities To be able to explore different religious festivals.</p>	<p>People, Culture and Communities Children will know which groups people can belong to.</p>	<p>People, Culture and Communities Children will know how different religions believe we should treat the world around us.</p>
		<p>Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p>The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>						

Expressive Arts and Design								
	Reception	Music	<p>Being Imaginative Children will know the nursery rhymes and school songs.</p>	<p>Being Imaginative Children will know the nursery rhymes and school songs.</p> <p>Children will listen to a range of music from different cultures based around different festivals and celebrations</p> <p>Children will join in with choreographed dances.</p>	<p>Being Imaginative Children will know the nursery rhymes and school songs.</p> <p>Children will know how to move to the beat of the music and change their movement depending on the tempo.</p>	<p>Being Imaginative Children will know the nursery rhymes and school songs.</p> <p>Children will experiment with tempo, dynamic and pitch through musical stories.</p>	<p>Being Imaginative Children will know the nursery rhymes and school songs.</p> <p>Children will know how to perform a simple piece of music from a simple score.</p>	<p>Being Imaginative Children will know the nursery rhymes and school songs.</p> <p>Children will know perform their own music on untuned instruments.</p> <p>Children will recognise a variety of tuned instruments that play in the orchestra.</p>
		Art and Design	<p>Creating with Materials Children will make fruit and vegetable portraits in the style of Giuseppe Arcimboldo.</p> <p>Children will know how to draw a person – head, body, arms, legs and facial features.</p>	<p>Creating with Materials Children will know how to mould clay.</p> <p>Children will know how to make the a variety of joins that are both permanent and non permanent.</p> <p>Children will know how to make 2D collages.</p> <p>Children will know how to use different techniques to make 3D collages.</p>	<p>Creating with Materials Children will know how to make sew, thread and weave with a variety of materials.</p> <p>Children will know how to plan, design and make a bookmark.</p>	<p>Creating with Materials Children will know how to use and mix primary colour paints.</p> <p>Children will be able to explore a variety of painting techniques.</p> <p>Children will explore and make art in the style of Henry Matisse.</p> <p>Children will know how to coil paper.</p>	<p>Creating with Materials Children will know how to make a mono print.</p> <p>Children explore and create art in the style of Georgia O’Keefe.</p> <p>Children will be able to make a boat structure.</p>	<p>Creating with Materials Children will know how to make different shades of the same colour.</p> <p>Children will be able to sculpt and mould malleable materials.</p>
<p>Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>								

