

## Stanton-in-Peak Church of England Primary School

### EYFS Progression

*"Life in all its fullness." John 10:10*

#### Maths

|        | Autumn Term  | Spring Term  | Summer Term  |
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| Number | <p>Numbers to 5 - Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting.</p> <p>Comparing groups – comparing quantities of identical and non-identical objects</p> <p>Sorting – sorting into groups - Distribute items evenly from a group.</p> | <p>Numbers to 10 – counting to 10 and comparing groups to 10</p> <p>Addition and subtraction – Addition to 10 – combining two groups to find the whole -</p> | <p>Counting to 20</p> <p>Adding by counting on, taking by counting back</p> <p><b><u>ELG Number</u></b><br/>Have a deep understanding of number 10, including the composition of each number.</p> <p><b><u>ELG Number</u></b><br/>Subitise (recognise quantities without counting) up to 5.</p> <p><b><u>ELG Number</u></b><br/>Automatically recall – without reference to rhymes, counting or other aids – number bonds up to 5.<br/>Recall some number bonds to 10, including doubling facts.</p> |

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| Numerical Patterns | <p>Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'.</p> | <p>Numbers to 5 – Number bonds to 5</p> <p>Number bonds to 10</p> <p>Number bonds to 10 (part whole model)</p> | <p>Doubling, halving and sharing, odds and evens</p> <p><b><u>ELG Numerical Patterns</u></b><br/>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p><b><u>ELG Numerical Patterns</u></b><br/>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity.</p> <p><b><u>ELG Numerical Patterns</u></b><br/>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> |
| Shape              | <p>Time – My day</p>  | <p>Shape and space – spatial awareness – 3d shapes – 2d shapes</p>   | <p>Measurement – length, height and distance – weight – capacity</p> <p>Making simple patterns and exploring more complex patterns</p> <p><b>No ELG relating to Shape and Space</b></p>   |

## English

|              | Autumn Term  | Spring Term  | Summer Term  |
|--------------|--|--|--|
| Word Reading | <p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> <li>Spot rhymes in familiar stories and poems.</li> <li>Count or clap syllables in a word.</li> <li>Recognise words with the same initial sound.</li> </ul> <p>Begin to read individual letters by saying the sounds for them.</p> <p>Begin to blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Begin to read CVC words containing known letter-sound correspondences.</p> | <p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> <li>Able to complete a rhyming string.</li> <li>Begin to sound buttons to identify how many sounds (phonemes) are in a word.</li> <li>Can supply words with the same initial sound for phase 2 single sounds.</li> </ul> <p>Recognise phase 2 and some phase 3 sounds</p> <p>Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words.</p> | <p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> <li>Recognise and use rhyme in daily conversation.</li> <li>Use sound buttons to segment and read words.</li> <li>Can identify words containing the same digraph or trigraph e.g. ay- may, day, play.</li> </ul> <p><b><u>ELG Reading</u></b><br/>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p><b><u>ELG Reading</u></b><br/>Read words consistent with their phonic knowledge by sound-blending.</p> <p><b><u>ELG Reading</u></b><br/>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> |

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| Comprehension | <p>Asks questions about stories.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Repeat new vocabulary in a context of a story.</p> <p>Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p>  | <p>Answer questions about a text that has been read to them.</p> <p>. Begin to predict what might happen next in a story.</p> <p>Begin to use modelled vocabulary during role play for example in the Small World.</p> <p>Seeks familiar texts or stories to re-read in the book area.</p> <p>Requests favourite stories and poems</p>   | <p>Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</p> <p><b><u>ELG Comprehension</u></b><br/>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p><b><u>ELG Comprehension</u></b><br/>Anticipate – where appropriate – key events in stories.</p> <p><b><u>ELG Comprehension</u></b><br/>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>   |
| Writing       | <p>Begin to form lowercase letters and capital letters correctly</p> <p>Spell some words by identifying the sounds and then writing the sound with letter/s.</p> <p>Copy full name from a name label.</p> <p><b><u>Physical Development</u></b><br/>Use a range of small tools competently and confidently. Suggested tools: pencils, paint brushes, scissors etc.</p> | <p>Begin to write short sentences with words with known sound- letter correspondences, using a capital letter and a full stop.</p> <p>Begin to use capital letters, finger spaces and full stops in independent writing.</p> <p><b><u>Physical Development</u></b><br/>Develop the foundations of a handwriting style which is fast, accurate and efficient.<br/>Begin to use tripod grip.</p> | <p>Use a capital letter at the beginning of a sentence and a full stop at the end.</p> <p>Use finger spaces most of the time.</p> <p>Is able to write their first name and starting to write their surname independently.</p> <p><b><u>ELG Writing</u></b><br/>Write recognisable letters, most of which are correctly formed.</p> <p><b><u>ELG Writing</u></b><br/>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p><b><u>ELG Writing</u></b><br/>Write simple phrases and sentences that can be read by others.</p> <p><b><u>ELG Fine Motor</u></b><br/>Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases.</p> |

## Understanding the World

|                                 | Autumn Term  | Spring Term  | Summer Term  |
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| Past and Present                | Comment on images of familiar situations in the past. Join in with topic related discussions (full class)                    | Compare and contrast characters from stories, including figures from the past.   | <p><b><u>ELG Past and Present</u></b><br/>Talk about the lives of the people around them and their roles in society.</p> <p><b><u>ELG Past and Present</u></b><br/>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><b><u>ELG Past and Present</u></b><br/>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> |
| People, Culture and Communities | <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> | <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate different times in different ways.</p> <p>Recognise some similarities and differences between life in this county and life in other countries.</p> | <p><b><u>ELG People, Culture and Communities</u></b><br/>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p><b><u>ELG People, Culture and Communities</u></b><br/>Know some similarities and differences between different religious and cultural communities in this country,</p>   |

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|                          |  |  | <p>drawing on their experiences and what has been read in class.</p> <p><b><u>ELG People, Culture and Communities</u></b><br/>         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>  |
| <i>The Natural World</i> | <p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p> | <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p> | <p><b><u>ELG The Natural World</u></b><br/>         Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p><b><u>ELG The Natural World</u></b><br/>         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.</p> <p><b><u>ELG The Natural World</u></b><br/>         Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> |

PSED

|                        | <i>Autumn Term</i>   | <i>Spring Term</i>   | <i>Summer Term</i>   |
|------------------------|--|--|--|
| <i>Self-Regulation</i> | <p>Express their feelings and consider the feelings of others.</p> <p>Develop appropriate ways communicate with peers and grown ups</p> <p>Talk with others to attempt to solve conflicts.</p> | <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> | <p><b><u>ELG Self-Regulation</u></b><br/>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p><b><u>ELG Self-Regulation</u></b><br/>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p><b><u>ELG Self-Regulation</u></b><br/>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.</p> |
| <i>Managing Self</i>   | <p>Show resilience and perseverance in the face of challenge.</p> <p>Become familiar with school routines and begin to remember rules without needing an adult to remind them.</p>             | <p>Manage their own needs.</p>   | <p><b><u>ELG Managing Self</u></b><br/>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><b><u>ELG Managing Self</u></b><br/>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p><b><u>ELG Managing Self</u></b><br/>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>  |

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| <i>Building Relationships</i> | Build constructive and respectful relationships. | See themselves as a valuable individual.<br><br>Express their feelings and consider the feelings of others. | <p><b><u>ELG Managing Self</u></b><br/>Work and play cooperatively and take turns with others.</p> <p><b><u>ELG Managing Self</u></b><br/>Form positive attachments to adults and friendships with peers.</p> <p><b><u>ELG Managing Self</u></b><br/>Show sensitivity to their own and to others' needs.</p> |
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## Physical Development

|                           | <i>Autumn Term</i>   | <i>Spring Term</i>   | <i>Summer Term</i>  |
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| <i>Gross Motor Skills</i> | <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- Rolling</li> <li>- Crawling</li> <li>- Walking</li> <li>- Jumping</li> <li>- Running</li> <li>- Hopping</li> <li>- Skipping</li> <li>- Climbing</li> </ul> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> | <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> | <p>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.</p> <p>Develop confidence, precision and accuracy when engaging in activities that involve a ball.</p> <p><b><u>ELG Gross Motor Skills</u></b><br/>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p><b><u>ELG Gross Motor Skills</u></b><br/>Demonstrate strength, balance and coordination when playing.</p> <p><b><u>ELG Gross Motor Skills</u></b><br/>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> |



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| <i>Fine Motor Skills</i>    | <p>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently.<br/>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons.</p> | <p>Develop the foundations of a hand writing style which is fast, accurate and efficient.</p>   | <p><b><u>ELG Fine Motor Skills</u></b><br/>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p><b><u>ELG Fine Motor Skills</u></b><br/>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p><b><u>ELG Fine Motor Skills</u></b><br/>Begin to show accuracy and care when drawing</p> |
| <i>Health and Self-Care</i> | <p>Be increasingly independent in meeting their own care needs. using the toilet, washing and drying their hands thoroughly etc.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>       | <p>Further develop the skills they needs to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>- Lining up and queuing</li> <li>- Mealtimes</li> <li>- Personal; hygiene</li> </ul> | <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>- Regular physical activity</li> <li>- Healthy heating</li> <li>- Tooth brushing</li> <li>- Having a good sleep routine</li> <li>- Being a safe pedestrian</li> </ul> <p><b>No ELG relating to Health and Self-Care</b></p>         |

## EAD

|                                | <i>Autumn Term</i>   | <i>Spring Term</i>   | <i>Summer Term</i>   |
|--------------------------------|--|--|--|
| <i>Creating with Materials</i> | <p>Explore use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> | <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Develop storylines in their pretend play.</p>   | <p><b><u>ELG Creating with Materials</u></b><br/>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b><u>ELG Creating with Materials</u></b><br/>Share their creations, explaining the process they have used.</p> <p><b><u>ELG Creating with Materials</u></b><br/>Make use of props and materials when role playing characters in narratives and stories.</p> |
| <i>Being Imaginative and</i>   | <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>                      | <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> | <p><b><u>ELG Being Imaginative and Expressive</u></b><br/>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p><b><u>ELG Being Imaginative and Expressive</u></b><br/>Sing a range of well-known nursery rhymes and songs.</p> <p><b><u>ELG Being Imaginative and Expressive</u></b><br/>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>               |

## Communication and Language

|   | Autumn Term  | Spring Term  | Summer Term   |
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| <i>Listening, Attention and Understanding</i> | <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Engage in storytimes.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Engage in non-fiction books.</p> | <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary.</p> | <p><b><u>ELG Listening Attention and Understanding</u></b><br/>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.</p> <p><b><u>ELG Listening Attention and Understanding</u></b><br/>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><b><u>ELG Listening Attention and Understanding</u></b><br/>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> |
| <i>Speaking</i>                               | <p>Use new vocabulary through the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p>   | <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Use new vocabulary in different contexts.</p>   | <p><b><u>ELG Speaking</u></b><br/>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><b><u>ELG Speaking</u></b><br/>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>  |

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|  |  |  | <p><b><u>ELG Speaking</u></b><br/>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> |
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