

	<u>Chalfont St Peter Infant School Skills Progression</u> Early Years Foundation Stage Early Years Foundation Stage Aims: The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. The EYFS seeks to provide: • Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind • A secure foundation through planning for the learning and development of each individual child, assessing and reviewing what they have learnt regularly • Partnership working between practitioners and with parents and/or carers • Equality of opportunity and anti-discriminatory practice, ensuring every child is included and supported
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Chalfont St Peter Infant Schools Progression of Communication and Language

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Listening, Attention and Understanding 	To understand how to listen carefully To understand why listening is important To be able to follow directions	To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions To respond to instructions with more than one step	To ask questions to find out more To begin to understand humour To understand a range of complex sentence structures	To retell a story To follow a story without pictures or props	To understand questions such as who, what, where, when, why and how	To have conversations with adults and peers with back and forth exchanges	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 conversations when engaged in back-and-forth exchanges with their teacher and peers.
Speaking	To talk in front of a small group	To answer questions in front of whole class.	To develop the confidence to talk to other adults they see on a daily basis	To share their work to the class- standing up at the front	To link statements and stick to a main theme	To talk to different adults around the school	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

	To talk to class teacher and LSAs To learn new vocabulary	To use new vocabulary throughout the day	To talk in sentences using conjunctions e.g. and, because	To use new vocabulary in different contexts To engage in non-fiction books	To use talk to organise, sequence and clarify thinking, ideas, feelings and events	To talk about why things happen To talk in sentences using a range of tenses	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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Chalfont St Peter Infant Schools Progression of Personal, Social and Emotional Development

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Self-Regulation 	To recognise different emotions To understand how people show emotions To focus during short whole class activities To follow one-step instructions	To talk about how they are feeling To begin to consider the feelings of others To adapt behaviour to a range of situations	To focus during longer whole class lessons To follow two-step instructions	To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others	To control their emotions using a range of techniques To set a target and reflect on progress throughout	To maintain focus during extended whole class teaching To follow instructions of three steps or more	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 focussed 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 	To wash hands independently To put coat and socks on independently To get changed for P.E with support To explore different areas within the Year R environment	To develop class rules and understand the need to have rules To put P.E kit on independently To have confidence to try new activities	To begin to show resilience and perseverance in the face of challenge To practise doing up a zipper To practise doing buttons To practise doing up buckles	To develop independence when dressing and undressing for activities such as P.E and Forest Fridays	To identify and name healthy foods To manage own basic needs independently	To understand the importance of healthy food choices To show resilience and perseverance in the face of challenge To show a 'can do' attitude	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.

	To use the toilet independently					To put uniform on and do up zippers, buttons and buckles with minimal support	
Building Relationships 	To seek support of adults when needed To gain confidence to speak to peers and adults	To play with children who are playing with the same activity To begin to develop friendships To have positive relationships with all Year R staff be	To begin to work as a group with support To use taught strategies to support turn taking	To listen to the ideas of other children and agree on a solution and compromise	To work as a group To begin to develop relationships with other adults around the school	To have confidence to communicate with adults around the school To have strong friendships	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.

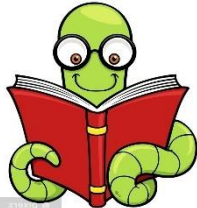
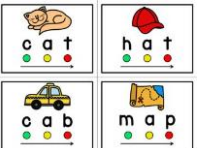
Chalfont St Peter Infant Schools Progression of Physical Development

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Gross Motor Skills 	To move safely in a space To stop safely To develop control when using equipment To follow a path and take turns To work co-operatively with a partner	To balance To run and stop To change direction To jump To hop To explore different ways to travel using equipment	To roll and track a ball To develop accuracy when throwing to a target To dribble using hands To throw and catch with a partner To dribble a ball using feet To kick a ball to a target	To create short sequences using shapes, balances and travelling actions To balance and safely use apparatus To jump and land safely from a height To develop rocking and rolling To explore traveling around, over and through apparatus	To use counting to help to stay in time with the music when copying and creating actions To move safely with confidence and imagination, communicating ideas through movement To explore movement using a prop with control and co-ordination To move with control and co-ordination,	To develop accuracy when throwing and practise keeping score To follow instructions and move safely when playing tagging games To learn to play against an opponent To play by the rules and develop coordination To explore striking a ball	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.

				To create short sequences linking actions together and including apparatus	expressing ideas through movement To move with control and co-ordination, copying, linking and repeating actions To remember and repeat actions, exploring pathways and shapes	and keeping score To work cooperatively as a team	
Fine Motor Skills 	To use a dominant hand To mark make using different shapes To begin to use a tripod grip when using mark making tools To use tweezers to transfer objects To thread large beads To use large pegs To begin to copy letters To hold scissors correctly and	To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut along a straight and zigzagged lines To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures To write taught letters using correct formation	To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line To thread small beads To use small pegs To write taught letters using correct formation To use a hammer and saw	To hold scissors correctly and cut out large shapes To write letters using the correct letter formation and control the size of letters To use a hammer, saw and screwdriver	To hold scissors correctly and cut out small shapes To copy letters using a lead in and lead out To paint using thinner paintbrushes	To hold scissors correctly and cut various materials To create drawings with details To copy letters using a lead in and lead out To independently use a knife, fork and spoon to eat a range of meals	Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

	make snips in paper To hold a fork and spoon correctly	To begin to hold a knife correctly and use to cut food with support To use tap and pin					
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Chalfont St Peter Infant Schools Progression of Literacy

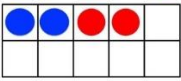
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Comprehension 	To use pictures to tell stories To sequence familiar stories To independently look at book, holding them the correct way and turning pages	To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes	To act out stories To begin to predict what may happen in the story To suggest how a story might end	To retell a story To follow a story without pictures or props To talk about the characters in the books they are reading	To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books	To answer questions about what they have read To know that information can be retrieved from books	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 	To recognise their name To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l)	To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l l s s j v w x y z z z q u c h s h t h n g n k) To recognise taught Phase 2 Tricky Words (the I is put pull full as and has his her go no to)	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r) To recognise taught Phase 2 and 3 Tricky	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r) To recognise taught Phase 2 and 3 Tricky	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r) To recognise taught Phase 2, 3 and 4Tricky	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r) To recognise taught Phase 2, 3 and 4Tricky	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.

	To begin to blend sounds together to read words using the taught sounds	into she push he of we me be) To blend sounds to read words using taught sounds To read words ending with s e.g. hats, sits To read words ending with s /z/ e.g. his, bags To begin reading captions and sentences using taught sounds To read books matching their phonics ability	Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure) To read words with double letters To begin to read longer words To recognise taught digraphs in words and blend the sounds together To read sentences containing Tricky Words and digraphs To read books matching their phonics ability	Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure) To read longer words including those with double letters To read words with s/z/ in the middle To read words with -es/z/ at the end To read words with s and s/z/ at the end To read sentences containing Tricky Words and digraphs To read books matching their phonics ability	Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today) To read words with short vowels and adjacent consonants To read longer words To read compound words To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -est) To read longer sentences containing Phase 4 words and Tricky Words To read books matching their phonics ability	Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today) To read words with phase 3 long vowel sounds with adjacent consonants To read longer words To read compound words To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed, -ed /d/, - er, -est) To read longer sentences containing Phase 4 words and Tricky Words To read books matching their phonics ability	
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Writing 	To copy their name To give meanings to the marks they make To copy taught letters To write initial sounds To begin to write CVC words using taught sounds	To write their name To use the correct letter formation of taught letters To write words and labels using taught sounds To begin to write captions using taught sounds	To form lower-case letters correctly To begin to write sentences using finger spaces To understand that sentences start with a capital letter and end with a full stop To spell words using taught sounds To spell some taught tricky words correctly	To form lower-case letters correctly and begin to form capital letters To write sentences using finger spaces and full stops To spell words using taught sounds To spell some taught tricky words correctly	To form lower-case and capital letters correctly To begin to copy letters using a lead in and lead out To begin to write longer words which are spelt phonetically To begin to use capital letters at the start of a sentence To use finger spaces and full stops when writing a sentence To spell some taught tricky words correctly To begin to read their work back	To form lower-case and capital letters correctly To copy letters using a lead in and lead out To begin to write longer words and compound words which are spelt phonetically To write sentences using a capital letter, finger spaces and full stop To spell some taught tricky words correctly To read their work back and check it makes sense	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.

Chalfont St Peter Infant Schools Progression of Mathematics

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Number 	To find 1, 2, 3 To subitise 1, 2, 3 To represent 1, 2, 3 To explore the composition of	To find 4 and 5 To subitise 4 and 5 To represent 4 and 5 To recognise 0	To find 6, 7, 8 To represent 6, 7, 8 To explore the composition of numbers to 8	To find 9 and 10 To represent 9 and 10 To conceptual subitise numbers to 10	To add more To say how many were added To take away	To deepen understanding of numbers to 10 To solve simple number problems	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)

	numbers 1, 2 and 3	To explore the composition of numbers to 5	To conceptual subitise numbers to 8	To explore the composition of numbers to 10 To make bonds to 10	To say how many were taken away	To know the composition of numbers to 10 To know addition and subtraction facts of numbers to 10	and some number bonds to 10, including doubling facts.
Numerical Patterns Doubles $2+2=4$ 	To compare quantities To count to 5 To find one more and one less of numbers to 3	To find one more and one less of numbers to 5 To count to 10	To find one more and one less of numbers to 8 To make pairs- odds and evens To find and make doubles to 8	To compare numbers to 10 To find one more and one less of numbers to 10 To begin to count beyond 10 To find and make doubles to 10 To explore odd and even numbers	To build numbers to 20 To continue patterns to 20 To verbally count beyond 20 To explore sharing and grouping	To count to 30 and beginning to count higher (100). To know that 1, 3, 5, 7 and 9 are odd To know that 2, 4, 6, 8, 10 are even To double numbers up to 10 To find half of numbers up to 10 To share quantities equally To combine groups of 2s, 5s and 10s	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.
Shape, Space and Measure 	To match and sort objects To explore sorting techniques	To identify, name and compare circles and triangles To find shapes in the environment	To explore and compare mass, capacity, length and height To find a balance	To name and recognise 3D shapes To find 2D shapes within 3D shapes	To select shapes for a purpose To rotate shapes To manipulate shapes	To identify units of repeating patterns To create rules for patterns	There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure

	To compare size, mass and capacity To explore simple patterns To copy, continue and create simple patterns	To describe positions To identify shapes with 4 sides To combine shapes with 4 sides To talk about what happens in the day and what happens at night.	To talk about time To order and sequence time	To use 3D shapes for tasks To find 3D shapes in the environment To identify more complex patterns To copy and continue patterns To find patterns in the environment	To explain shape arrangements To compose shapes To decompose shapes To copy a 2D shape picture To find 2D shapes within 3D shapes	To replicate and build scenes and construction To visualise from different directions To give directions To explore mapping To create maps	
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Chalfont St Peter Infant Schools Progression of Understanding the World

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Past and Present 	To know about my own life-story To know how I have changed To talk about the lives of the people around us. To know that the emergency services exist and what they do. To know some similarities and differences between things in the past and now, drawing on experiences and what has been	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas)	To know about figures from the past (Neil Armstrong and Tim Peake) To know about the past through settings, characters and events encountered in books read in class and storytelling (Mary Anning-Palaeontologist)	To know about figures from the past (Inventions and Inventors)	To know about the past through settings, characters and events encountered in books read in class and story telling (Transport)	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Walt Disney)	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 experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

	read in class (Emergency Services)						
People, Culture and Communities 	To know about family structures and talk about who is part of their family To identify similarities and differences between themselves and peers. To know the name of the village the school is in. To know about features of the immediate environment. To know that there are many countries around the world.	To talk about how Hindus celebrate Diwali To talk about the Christmas Story and how it is celebrated To know that people around the world have different religions	To talk about Chinese New Year. To know about people who help us within the local community,	To know that Christians celebrate Easter.	To know that people in other countries may speak different languages (French)	To know that people in other countries may speak different languages (French) To know that simple symbols are used to identify features on a map	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 (where appropriate) maps.
The Natural World 	To ask questions about the natural environment. To respect and care for the natural environments	To know about and recognise the signs of Autumn To know about features of the world and Earth	To know about and recognise the signs of Winter To know some important processes and changes in the natural world including states of matter (freezing)	To know about and recognise the signs of Spring To know about features of my own immediate environment and how they might vary from another.	To observe the growth of seeds and talk about changes To know how to care for growing plants To learn about lifecycles of plants and animals	To know about and recognise the signs of Summer To know that some things in the world are man-made and some things are natural	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 season

				To plant seeds To know the different between herbivores and carnivores	To know that some animals are nocturnal To know about different habitats	To harvest grown fruit and vegetables To know some important processes and changes in the natural world including states of matter (melting, floating and sinking)	and changing states of matter.
Technology 	To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons To learn about e-safety	To know how to operate simple equipment To draw pictures on IWB and begin to change colours To use the iPad to take pictures	To access, understand and interact with a range of technology within the Year R environment To draw pictures on IWB, changing colour and pen size	To use the IWB, changing games and programmes	To use Tapestry to add their own observations to their learning journey – taking pictures, adding text and saving To explore how a Bee-Bot works To use the internet with adult supervision to find and retrieve information	To begin to give reasons why we need to stay safe online To use the Bee-Bots and program them to go forwards and backwards To type their name using a laptop	There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.
French 					To repeat modelled words and phrases: Bonjour Au revoir Bonsoir Bonne nuit Salut Ca va? Ca va bien Mal Pas Mal Comme ci comme ca	To count to 10 To say colour names To answer simple questions: What is your name? How are you?	

					Je m'appelle		
Chalfont St Peter Infant Schools Progression of Expressive Arts and Design							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Creating with Materials 	To name colours To experiment with mixing colours To create simple representations of people and objects To draw and colour with pencils and crayons To role play using given props and costumes To explore different techniques for joining materials (Glue Stick) To know how to work safely and hygienically To use non-statutory measures (spoons, cups) To use some cooking techniques	To use colours for a particular purpose To share their creations To explore different techniques for joining materials (Glue Stick, PVA) To know how to work safely and hygienically To use non-statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring) – Sandwiches, Fruit Kebab	To experiment with different mark making tools such as art pencils, pastels, chalk To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape) To know how to work safely and hygienically To use non-statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring, mixing) Sandwiches, Fruit Kebab, Biscuits To use tools to cut and join wood	To use natural objects to make a piece of art (Andy Goldsworthy) To share creations and talk about the process To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins) To make props and costumes for different role play scenarios To know how to work safely and hygienically To use non-statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading,	To know which prime colours you mix together to make secondary colours To plan what they are going to make (cooking, wood work, construction, junk modelling) To draw more detailed pictures of people and objects To manipulate materials To create observational drawings To know how to work safely and hygienically To use non-statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting,	To know some similarities and differences between materials To learn about and compare artists (Janet Bell and Henri Matisse) To explore, use and refine a variety of artistic effects to express their ideas and feeling To share creations, talk about process and evaluate their work To adapt work where necessary	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.

	(spreading, cutting) – Sandwiches To use different construction materials		To know the names of tools	coring, mixing, grating) Sandwiches, Fruit Kebab, Biscuits, Salads To use tools to cut and join wood using different nails and screws To know the names of tools	threading, coring, mixing, grating, adding flavours) Sandwiches, Fruit Kebab, Biscuits, Salads		
Being Imaginative and Expressive 	To sing and perform nursery rhymes To join in with whole school singing assemblies To experiment with different instruments and their sounds	To perform a song in the Christmas Play To learn and perform a poem at the Christmas Concert To join in with whole school singing assemblies	To join in with whole school singing assemblies To create musical patterns using un tuned instruments	To perform songs at the Easter Concert To join in with whole school singing assemblies	To move in time to music To learn dance routines To join in with whole school singing assemblies To act out well know stories To follow a musical pattern to play tuned instruments	To perform in the Year R Graduation (songs, poems, stories, dance) To listen to poems and create their own To join in with whole school singing assemblies To create own compositions using tuned instruments	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.