

High Halstow Primary Academy – EYFS Progression Map

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals.
Literacy	FS2	Knowing that words can be written. (Au1)	Knowing that words can be written. (Au2)	Knowing that words can be written. (Sp1)	Knowing the sounds that the taught phonemes make. (Sp2)	Knowing the sounds that the taught phonemes make. (Su1)	Knowing the sounds that the taught phonemes make. (Su2)	<p><u>Comprehension</u> *Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>*Anticipate – where appropriate – key events in stories.</p> <p>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p><u>Word Reading.</u> *Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>*Read words consistent with their phonic knowledge by sound-blending.</p> <p>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>Writing.</u> Write recognisable letters, most of which are correctly formed.</p> <p>*Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>*Write simple phrases and sentences that can be read by others.</p>
		Knowing the sounds that the taught letters make. (Au1)	Knowing the sounds that the taught letters make. (Au2)	Knowing the sounds that the taught letters make. (Sp1)	Knowing what the taught phonemes look like. (Sp2)	Knowing what the taught phonemes look like. (Su1)	Knowing what the taught phonemes look like. (Su2)	
		Knowing what the taught letters looks like. (Au1)	Knowing what the taught letters looks like. (Au2)	Knowing what the taught letters looks like. (Sp1)	Knowing how to write the taught letters. Recognising taught HFW in text. (Sp2)	Knowing how to write the taught letters. (Su1)	Knowing how to write the taught letters. (Su2)	
		Knowing how to write the taught letters. (Au1)	Knowing how to write the taught letters. (Au2)	Knowing how to write the taught letters. (Sp1)	To know that a sentence starts with a capital letter and ends with a full stop. (Sp2)	Recognising taught HFW in text. (Su1)	Recognising taught HFW in text. (Su2)	
		Knows how to sequence familiar stories. (Au1)	Recognising taught HFW in text. (Au2)	Recognising taught HFW in text. (Sp1)	Knows how to spell some familiar words. (Sp1)	To know that a sentence starts with a capital letter and ends with a full stop. (Su1)	To know that a sentence starts with a capital letter and ends with a full stop. (Su2)	
			Knows how to sequence familiar stories. (Au2)	Knows how to spell some familiar words. (Sp1)	Knows how to spell some familiar words. (Sp2)	Knowing that sentences can be extended by using a connective. (Su1)	Knowing that sentences can be extended by using a connective. (Su2)	
						Uses learnt words and phrases to discuss familiar stories or during role play. (Su1)	Uses learnt words and phrases to discuss familiar stories or during role play. (Su2)	

						Knows how to spell some familiar words. (Su1)		
Maths	Areas of learning covered.	Composition of numbers to 5. Subitising and noticing. 2D shape How to represent numbers to 5 comparing sizes and amounts- more/ fewer.	WRM Composition of numbers to 10. one more/ one less Subitising Equal and Unequal groups. Combining two groups Comparing height and length Ordering numbers to 10. Exploring 3D shapes. Pattern including number bonds to 10.		WRM numbers patterns to 20 Subtraction and number sentences Exploring numbers to 20 Odds/ evens Exploring 2d and 3D shapes and how to make new shapes combining them. Counting on Doubling Sharing Problem solving			
	Skills	To count up to 10 objects with 1:1 correspondence. (Au1) To match quantities to numeral up to 5 (Au1) To begin to recognise numbers automatically on a dice/card to 5. (Au1)	To find the total of 2 groups of objects. To order numbers to 10. (Au2) To identify 2D shapes and talk about their properties. (Au2) To begin to recognise numbers automatically on a dice/card to 5. (Au2) To be able to count to 10 independently. (Au2)	To use non-standard units to measure length, weight and capacity. (Sp1) To use money during role play activities to buy items. (Sp1) To begin to explore number bonds to 5. (Sp1) To measure units of time. (Sp1)	To use objects to solve simple addition and subtraction problems. (Sp2) To share objects between a group of people equally. (Sp2) To explore number bonds to 5. (Sp2) To represent numbers to 10 in different ways. (Sp2) To order numbers to 10 (Sp2)	To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line. (Su1) To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity. (Su1) To be able to count to 20 independently. (Su1)	To know addition and subtraction problems can be solved by counting forwards or backwards on a number line. (Su2) To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity. (Su2) To make observations of and compare length, weight and capacity. (Su2)	<p>Number</p> <p>*Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5.</p> <p>*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.</p> <p>*Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
	Knowledge	To say the number names to 10 in order. (Au1) To recognise number to 10. (Au1)	To know that addition involves combining two or more groups of objects. (Au2)	To know the names of basic 2D shapes. (Sp1) To know how to combine two smaller amounts to make a larger	To know that addition involves combining two or more groups of objects. (Sp2)	To know that the word 'more' indicates that the group is getting larger. (Su1) To know that the word 'less'	To know the names of some 3D shapes. (Su2) To know that 3D shapes can have faces, vertices and edges.	

To write numbers to 5, forming them correctly. **(Au1)**

To begin to read addition number sentences. **(Au2)**

To say number names to 10 in order. **(Au2)**

To know the names of 2D shapes. To know that 2D shapes can have sides and corners. **(Au2)**

To say the days of the week in order. To begin to say the months of the year in order. **(Au2)**

To know that patterns are repeated designs. **(Au2)**

amount to 10. **(sp1)**

To know that 2D shapes can have corners and sides. **(Sp1)**

To know that length, capacity and weight can all be measured. **(Sp1)**

To know that money can be used to buy items. **(Sp1)**

To understand and use a range of prepositions in everyday contexts. **(Sp1)**

To know the names of basic 3D shapes. **(Sp2)**
To read addition number sentences. **(Sp2)**

To know that subtraction involves removing an object from a group. **(Sp2)**

To know the names of some 3D shapes. **(Sp2)**

To know that 3D shapes have faces, vertices and edges. **(Sp2)**

To use a number line to help solve simple addition and subtraction number problems. **(Sp2)**

indicates that a group is getting smaller. **(Su1)**

To be able to count, order and recognise numbers to 20. **(Su1)**

To count forwards and backwards to 20. **(Su1)**

To know that length, weight and capacity can be measured using standard units. **(Su1)**

To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts. **(Su1)**

To be able to count, order and recognise numbers to 20. **(Sp2)**

To know that sharing equally means everyone has the same amount of an object. **(Su1)**

To know that the long hand represents the

(Su2)

To know that addition involves combining groups of objects. **(Su2)**

To read number addition sentences. **(Su2)**

To be able to count, order and recognise numbers to 20. **(Su2)**

To know the difference between odd and even. **(Su2)**

						minutes and the short hand represents hours. (Su1)		
Physical Development	Skills	<p>To use a dominant hand. (Au1)</p> <p>To begin to form recognisable letters which are formed mostly correctly. (Au1)</p> <p>To use climbing equipment safely and competently. (Au1)</p> <p>To begin to negotiate space effectively. (Au1)</p> <p>To manage their basic needs (Au1)</p>	<p>To begin to use anticlockwise movement and retrace vertical lines. (Au2)</p> <p>To use climbing equipment safely and competently. (Au2)</p> <p>To negotiate space effectively. (Au2)</p> <p>To form letters of the name with growing confidence. (Au2)</p> <p>To develop fine motor skills to change with increasing independence. (Au2)</p>	<p>To show good practice with regard to exercise, eating, sleeping and hygiene. (Sp1)</p> <p>To be able to balance and coordinate safely. (Sp1)</p> <p>To negotiate space effectively. (Sp1)</p> <p>To develop fine motor skills to change with increasing independence. (Au2)</p>	<p>To handle tools, objects, construction and malleable materials safely and with increasing control. (Sp2)</p> <p>To move in a variety of different ways. (Sp2)</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly. (Su1)</p> <p>To move in a variety of different ways (Su2)</p>	<p>To show good control and co-ordination in large and small movements. (Su2)</p> <p>To throw and catch a large ball (Su2)</p>	<p>Gross Motor Skills.</p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>*Demonstrate strength, balance and coordination when playing.</p> <p>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills.</p> <p>*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>*Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>*Begin to show accuracy and care when drawing.</p>
	Knowledge	<p>To know which hand to write with. (Au1)</p> <p>To know how to use the outside equipment safely. (Au1)</p> <p>To know how to use scissors</p>	<p>To know how to make anticlockwise movement and retrace vertical lines. (Au2)</p> <p>To know how to use the trim trail safely. (Au2)</p> <p>To know how to use scissors effectively.</p>	<p>To know good practice with regard to exercise, eating, sleeping and hygiene can contribute to good health. (Sp1)</p> <p>To know how to use scissors effectively. (Sp1)</p>	<p>To know why it is important to handle different apparatus safely. (Sp2)</p> <p>To know how to use scissors effectively. (Sp2)</p>	<p>To know how to form letters correctly. (Su1)</p> <p>To know how to use scissors effectively. (Su1)</p>	<p>To know how to handle a range of equipment and tools effectively. (Su2)</p> <p>To know how to use scissors effectively. (Su2)</p>	

		effectively. (Au1)	(Au2) To know how to handle and manipulate different fastenings. (Au2)					
Communication and Language.	Skills	<p>To talk about themselves and others. (Au1)</p> <p>To sing songs. (Au1)</p> <p>To speak about a range of texts. (Au1)</p> <p>To listen attentively. (Au1)</p>	<p>To compare different festivals. (Au2)</p> <p>To make comments about their observations. (Au2)</p> <p>To talk about different feelings and emotions (Au2)</p> <p>To listen attentively. (Au2)</p>	<p>To describe features of traditional stories. (Sp1)</p> <p>To talk about the role of healthy food and exercise in staying healthy. (Sp1)</p> <p>To hold a conversation about a topic that interests them (Sp1)</p> <p>To ask questions (sp1)</p>	<p>To describe familiar texts with detail and using full sentences. (Sp2)</p> <p>To answer questions about familiar aspects of their environment and their learning. (Sp2)</p> <p>To hold conversations involving back and forth exchanges (Sp2)</p>	<p>To label and sort living things. (Su1)</p> <p>To begin to research using a search engine. (Su1)</p> <p>To express their ideas and feelings using full sentences. (Su1)</p>	To be able to give facts about a specified subject. (Su2)	<p>Listening and Understanding.</p> <p>*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 interaction.</p> <p>*Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking.</p> <p>*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>
	Knowledge	<p>To know about others. (Au1)</p> <p>To know familiar songs. (Au1)</p> <p>To describe different story and non-fiction texts.</p>	<p>To know about different festivals. (Au2)</p> <p>To be able to talk about how different people help us. (Au2)</p> <p>To begin to talk about why things</p>	<p>To know different traditional stories. (Sp1)</p> <p>To know a range of healthy food and exercise. (Sp1)</p> <p>Express their ideas and feelings about</p>	<p>To know different features of texts. (Sp2)</p> <p>To talk confidently about why things happen using new vocabulary learnt. (Sp2)</p> <p>To engage in meaningful</p>	<p>To name and sort a range of living things. (Su1)</p> <p>To be able to talk about different habitats. (Su1)</p> <p>To engage in meaningful</p>	To know a range of facts. (Su2) To engage in meaningful conversations with others. (Su2)	<p>*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>

		<p>(Au1)</p> <p>To join in with a variety of rhymes. (Au1)</p>	<p>happen using new vocabulary learnt. (Au2)</p> <p>To gain knowledge about different ways to express ourselves (Au2)</p>	<p>their experiences. (Sp1)</p> <p>To learn new vocabulary from a variety of different places (Sp1)</p> <p>To show an interest about space and ask relevant questions. (Sp1)</p>	<p>conversations with others. (Sp2)</p> <p>To learn new vocabulary from a variety of different places (Sp1)</p> <p>To talk about facts with relevance to the dinosaurs and mythical creatures. (Sp2)</p>	<p>conversations with others. (Su1)</p>	<p>To understand how to be a good audience member and to offer explanations. (Su2)</p> <p>To talk with confidence about things that interest them in a larger group. (Su2)</p>	
Personal , Social and Emotional Development.	Skills	<p>To describe a friend. (Au1)</p> <p>To know and demonstrate friendly behaviour. (Au1)</p> <p>To understand how to be a good friend. (Au1)</p> <p>To learn to join in with whole group activities. (Au1)</p> <p>To choose an activity independently. (Au1)</p>	<p>To learn about a range of different festivals. (Au2)</p> <p>To learn about important dates in their lives. (Au2)</p>	<p>To learn right from wrong. (Sp1)</p> <p>To understand how to make the right choices and the consequences of not making the right ones. (Sp1)</p>	<p>To understand that people need help. (Sp2)</p> <p>To identify ways of being helpful to others and how this will make them feel. (Sp2)</p>	<p>To describe a range of different habitats around the world. (Su1)</p>	<p>To learn about the different family structures. (Su2)</p>	<p>Self-Regulation.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>*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> <p>Managing Self.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>*Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>
	Knowledge	<p>To describe and show friendly behaviour. (Au1)</p> <p>To begin taking turns with their friends. (Au1)</p>	<p>To be able to talk about different festivals. (Au2)</p> <p>To understand why different people celebrate different things. (Au2)</p>	<p>To be able to talk about why a character has made a poor choice and what the consequences are. (Sp1)</p> <p>To be able to talk about how the</p>	<p>To talk about the effect my behaviour has on others. (Sp2)</p>	<p>To talk about the world that we live in and how there are similarities and differences when looking at different aspects. (Su1)</p>	<p>To be able to talk about the relationships they have at home with their family and friends. (Su2)</p>	<p>Building Relationships.</p> <p>Work and play cooperatively and take turns with others.</p> <p>*Form positive attachments to adults and friendships with peers.</p> <p>*Show sensitivity to their own and to others' needs.</p>

			To talk about special events and times in their family. (Au2)	character could have made a better choice. (Sp1)				
Understanding of the World.	Skills	To talk about how they have changed since they were a baby. (Au1) To talk about the changes they observe in their environment – Seasons link. (Au1)	To talk about how different celebrations. (Au2) To be able to talk about the different jobs that adults do and how they can help us (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). (Au2)	To identify and sort healthy/unhealthy foods. (Sp1/2) To identify and group a range of fruits and vegetables. (Sp1/2) To talk about a special event in their life. (Sp1/2) To talk about space and dinosaurs.	Making treasure maps to direct friends to a 'goal'. Exploring maps of the world. (Su1/2) Talking about the life cycle of plants and animals and what they need to survive. (Su1/2) Exploring a range of habitats, looking at why the animal lives like that. (Su1/2)	<p>Past and Present. Talk about the lives of the people around them and their roles in society.</p> <p>*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>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>*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.</p> <p>*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.</p> <p>The Natural World.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>*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>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>		
	Knowledge	To know the names of different body parts. (Au1) To know that there are many countries around the world. (Au1) To know that people in other countries may speak different languages. (Au1)	To know that people around the world have different religions. (Au2) To know that some animals are nocturnal. (Au2) To know that adults do a variety of jobs. (Au2) To know that the emergency services exist and what they do. (Au2)	To know that some foods are unhealthy. Sorting healthy and unhealthy foods. (Sp1/2) To know the names of common fruits and vegetables. (Sp1/2) To know that humans and other animals can grow. (Sp1/2) To understand and use positional language. (Sp1/2) To know that Christians celebrate Easter. (Sp1/2)	To select appropriate materials according to their properties. (Su1/2) To name and identify a range of different materials and to know how they are used in familiar environments. (Su1/2)			
	Skills	To remember the words to a range of songs. (Au1)	To design a pattern. (Au2)	To create their own rockets/ spaceships (Sp1)	To use a range of resources to create own props to aid role play. (Sp2)	To use what they have learnt about media and materials in an original way and	They safely use and explore a variety of materials, tools and techniques, experimenting with	<p>Creating with Materials.</p> <p>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>

Expressive Arts and Design.		To give meaning to the marks that are made. (Au1)	To use role play to act out familiar scenes. (Au2) Uses simple tools and techniques competently and appropriately. (Au2)	To use resources to create own props. (Sp1) Constructs with a purpose in mind, using a variety of resources. (Sp1)	To plan, carry out and evaluate and change where necessary. (Sp2) Manipulates materials to achieve a planned effect. (Sp2) Explore how to use paint to create different textures. (Sp2)	be able to explain their choices. (Su1) Selects appropriate resources and adapts work where necessary. (Su1)	colour, design, texture, form and function. (Su2)	<p>*Share their creations, explaining the process they have used.</p> <p>*Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>Being Imaginative and Expressive</u></p> <p>*Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>*Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
	Knowledge	To learn a range of songs from around the world. (Au1) To know that people from different countries may have different traditions. (Au1) For children to be able to safely construct with a purpose and evaluate their designs. (Au1)	To learn the names of different tools and techniques that can be used to create Art. (Au2) To experiment with creating different things and to be able to talk about their uses. (Au2)	To understand that pictures can be created by making observations or by using imagination. (Sp1) To use paints, pastels and other resources to create observational drawings. (Sp1) For children to be able to safely construct with a purpose and evaluate their designs. (Sp1)	To use a range of props to support and enhance role play. (Sp2) To identify and select resources and tools to achieve a particular outcome. (Sp2)	To know the different uses and purposes of a range of media and materials. (Su1) For children to be able to safely construct with a purpose and evaluate their designs. (Su1)	To describe ways of safely using and exploring a variety of materials. (Su2) Selects tools and techniques needed to shape, assemble and join materials they are using. (Su2)	