




Cloverlea Primary - Skills Progression

Early Years Foundation Stage 1 - Nursery

Progression of Communication and Language Development

Theme	Amazing Me	Snow and Ice and All Things Nice	The Great Explorers	All Things Bright and Beautiful	Going Places	All Creatures Great and Small
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention and Understanding 	<ul style="list-style-type: none"> • To focus for a while although can be easily distracted. • To concentrate intently on an activity of their own choosing for a short period. • To engage in pretend play. • To listen to a simple story with the help of pictures. 		<ul style="list-style-type: none"> • To understand simple questions: who, what, where but generally not why. • To understand simple sentences. • To listen to a simple story with the help of pictures. • To begin to respond to instructions with more elements, e.g., "Pick up the blocks and put them in the box." 		<ul style="list-style-type: none"> • To know lots of stories. • To retell a longer story. • To enjoy longer stories and can remember much of what happens. • To pay attention although may find it difficult to pay attention to more than one thing at a time. • To listen to others 1-2-1 or small groups when the conversation interests them. • To be able to follow simple one-step instruction. • To show an understanding of prepositions such as under, on top or behind. • To respond to instructions with more elements, e.g., "Pick up the blocks and put them in the box." 	



Speaking




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| <ul style="list-style-type: none">• To try speaking to an adult although may become frustrated when they cannot make themselves understood.• To start to say how they feel using simple words and actions/gestures.• To talk but may just flit from topic to topic.• To use speech sounds p, b, m, w but may still be learning to pronounce l, r, w, y, f, th and have difficulty with words like 'banana'.• | <ul style="list-style-type: none">• To use a wider range of words.• To sing a lot of songs.• To start a conversation.• To join in with repeated refrains in rhymes and stories.• To try and use the correct tense although may muddle them up, e.g., "I <u>bringed</u> a bag."• To start a conversation.• To begin to use words to problem-solve and organise their thoughts. | <ul style="list-style-type: none">• To use a wider range of words.• To join in with a range of songs and rhymes.• To use the 'why' question.• To try and use the correct tense although may muddle them up, e.g., "I <u>bringed</u> a bag."• To use longer sentences of 4-6 words.• To express their point of view.• To start a conversation.• To use words to problem-solve and organise their thoughts.• To join in with repeated refrains in rhymes and stories. |
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Progression of Personal, Social and Emotional Development

Theme	Amazing Me	Snow and Ice and All Things Nice	The Great Explorers	All Things Bright and Beautiful	Going Places	All Creatures Great and Small
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Regulation 	<ul style="list-style-type: none"> • To find ways to be calmed by a familiar adult. • To begin to manage feelings/emotions when separated from a familiar adult. • To begin to express emotions, such as happy and sad. • To begin to have a sense of who they are and feel secure within their setting. 		<ul style="list-style-type: none"> • To begin to explore a range of emotions - happy, sad, angry. • To begin to sort out minor conflicts and begin to accept that not everyone can be chosen. • To be increasingly able to follow rules and not always need to be reminded of the rules by an adult. • To talk about how they feel. • To begin to understand how others are feeling. • To begin to show self-control and wait their turn. 		<ul style="list-style-type: none"> • To begin to sort out minor conflicts and begin to accept that not everyone can be chosen. • To begin to solve conflicts. • To be increasingly able to follow rules and not always need to be reminded of the rules by an adult. • To talk about how they feel - using words e.g. happy, sad, angry or worried. • To begin to understand how others are feeling. 	

<p>Managing Self</p> 	<ul style="list-style-type: none"> • To play with increasing confidence. • To grow in independence - "I do it." • To have high levels of wellbeing and involvement. • To use the toilet with support and increasing independence. 	<ul style="list-style-type: none"> • To self-select activities and seek help if necessary. • To have high levels of wellbeing and involvement. • To grow in independence - "I do it." 	<ul style="list-style-type: none"> • To self-select activities and seek help if necessary. • To have high levels of wellbeing and involvement. • To grow in independence - "I do it." • Is increasingly independent in meeting their own care needs e.g. toileting, washing hands, making healthy choices about food.
<p>Building Relationships</p> 	<ul style="list-style-type: none"> • To engage through gesture and gaze. • To notice and ask about difference. • To begin to develop friendships with others. • To enjoy playing alone/parallel with others. 	<ul style="list-style-type: none"> • To begin to see themselves as part of a community and have a developing sense of responsibility, e.g., at tidy up time. • To be more confident in social situations. • To seek out companionship with adults and other children. • To enjoy playing alone, alongside and begin to play with others. • To invite others to play and attempt to join in others' play. 	<ul style="list-style-type: none"> • To become more confident with changes in routine. • To see themselves as part of a community and have a developing sense of responsibility, e.g., at tidy up time. • To enjoy playing alone, alongside and with others, taking turns and playing fairly. • To invite others to play and attempt to join in others' play. • To play with one other or more children, extending and elaborating ideas. • To have built good relationships with familiar adults.

Progression of Physical Development




Theme	Dance Nursery Rhymes	Stability 1	Gymnastics Parts High and Low	Dance Toys	Locomotion	Gymnastics Travelling, Stopping, Making Shapes
Skill	Autumn 1	Autumn 2	Spring Term	Spring 2	Summer 1	Summer 2
Gross Motor Skills 	<ul style="list-style-type: none"> To independently use a range of appropriate resources (crawl in tunnels, use Lego etc). To run, jump, climb and begin to use stairs independently. To sit on push-along toys, scooters and trikes. To develop their manipulation and control, exploring different tools and materials. 		<ul style="list-style-type: none"> To begin to be increasingly independent when putting on coats and taking off shoes. To know that their playing is developing their body. To use large and small motor skills to do things independently - zips, buttons, pour drinks etc. To begin to throw and release objects overarm. To participate in finger and action rhymes. To walk a greater distance. To roll, crawl, jump and run. To use large movements, e.g. with ribbons. To self-select things that they want to use. To work collaboratively with others when using large objects. To create lines and circles, pivoting from the shoulder and elbow. 		<ul style="list-style-type: none"> To developing their proprioception and control of their body - body movements, use of space and fundamental movement skills. To begin to show independence in putting on outdoor clothing. To develop their hand/eye coordination. To develop their movements to balance, ride and use balls. To climb using alternate feet, including climbing stairs. To balance on one leg, momentarily. To hop, skip and climb. To begin to work in a team or group. To increasingly remember a sequence of movements related to rhythm and rhyme. To understand how to use equipment safely. To grasp and release with two hands to throw and catch a large ball. To begin to show some control when holding a pencil, pen or paintbrush. 	

Fine Motor Skills



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| <ul style="list-style-type: none"> • To develop their manipulation and control, exploring different tools and materials. • To may be pick up objects with a Palmer Grip. • To sit comfortably and hold scissors in their preferred hand. • To open and close the scissors smoothly with no paper to cut. | <ul style="list-style-type: none"> • To begin to use large and small motor skills to do things independently - zips, buttons, pour drinks etc. • To point with their first finger, sharing their attention with an adult. • To participate in finger and action rhymes. • To self-select things that they want to use. • To use one-handed tools and equipment - snipping with scissors with support. • To show the 'thumb up' of holding scissors. • To make one simple snip on a piece of paper, initially with support and then independently. • To experiment with mark making and emergent writing. • To have explored Dough Disco to develop their shoulder, elbow and wrist pivot. | <ul style="list-style-type: none"> • To begin understand how to use equipment safely e.g. scissors, glue and forest school equipment. • To use one-handed tools and equipment - snipping with scissors with increasing independence. • To hold mark making tools with thumb and all fingers. • To hold the paper when cutting with their non-dominant hand to help and hold the paper that they are cutting. • With adult support, to begin to cut a straight and curved line. • To have a dominant hand. • To be able to use their hands to be able to manipulate a range of tools and media. • Uses one-handed tools and equipment, for example, making snips in paper with scissors. • Uses a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand. <p>Is increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> |
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Progression of Literacy

Theme	Amazing Me	Snow and Ice and All Things Nice	The Great Explorers	All Things Bright and Beautiful	Going Places	All Creatures Great and Small
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension 	<ul style="list-style-type: none"> To enjoy sharing books with adults. To repeat words and phrases. To ask questions about simple stories. To touch and handle books and digital devices. To notice pictures and symbols and begin to recognise what they stand for. 		<ul style="list-style-type: none"> To have favourite stories they love to share. To react and respond to illustrations, characters and narratives through sharing books, using questions and imaginative play. To handle a book carefully. To maybe engage with print around them - digital and media texts. To talk about familiar stories. 		<ul style="list-style-type: none"> To use their memory of story to retell and recount and perform, interpret and invent based on what they have seen and heard. To predict what may happen in a familiar story based on texts that have been read to them. To use picture cues and their understanding of the repeated phrases they have heard from books read out loud. 	
Word Reading  	Phonics Environmental sounds <ul style="list-style-type: none"> Listen to and identify environmental sounds Use the voice to sing at different volumes Guess and make animal noises Instrumental sounds <ul style="list-style-type: none"> Listen to and identify instrumental sounds Remember and repeat rhythms 		Phonics Body percussion <ul style="list-style-type: none"> Perform songs with actions Identify body sounds Use the voice to make sounds Move the body in response to an instrument Rhythm, rhyme & alliteration <ul style="list-style-type: none"> Join in with story phrases and perform actions Move in time to a beat Continue a rhyming string 		Phonics Voice sounds <ul style="list-style-type: none"> Make sounds with the voice and practise robot talk, e.g. c-a-t Describe voice sounds, e.g. loud, quiet, high, low Use the voice to add sounds to a story Oral segmenting & blending <ul style="list-style-type: none"> Understand 'sound talk' words that are segmented, e.g. c-oa-t Sound out and clap CVC words Count phonemes in a word, e.g. b-i-g (1, 2, 3) 	

Copy loud and quiet sounds


- Listen attentively.
- Explore and experiment with sounds and words.
- Distinguishing between different sounds in the environment and sounds in words (phonemes).
- To sing songs independently.
- To enjoy songs and rhymes.
- To notice some print.
- To enjoy rhythmic and musical activities.
- To play percussion instruments.

• Recognise some initial sounds, e.g. box /b/ Identify people or objects beginning with a given sound


- To develop understanding of rhyme and alliteration and the rich rhythm of stories.
- To discriminate phonemes.
- To talk about and join in with stories, poems, rhymes and new vocabulary.
- To be a 'beginner reader' - they may not access print independently and need to be immersed in a language rich environment, exploring different texts and beginning to develop their understanding of the skills they need to read and begin to see that there are different strategies they can use as they develop their reading skills.
- To enjoy sharing new stories, rhymes and poems - texts, rhymes and poems will be an integral part of their time in Nursery.
- To begin to understand the 5 Key concepts of print:
 1. Print has meaning;
 2. Print can have different purposes;
 3. We read English text from left to right and from top to bottom;
 4. The names of the different parts of a book;
 5. The page sequencing.

Identify objects with 3 phonemes, e.g. f-i-sh

- To show an awareness of rhyme and alliteration.
- To reproduce audibly, the phonemes they hear, in order, all through the word.
- To use sound-talk to segment words into phonemes.
- To begin to orally blend phonemes.
- To enjoy sharing new stories, rhymes and poems - texts, rhymes and poems will be an integral part of their time in Nursery.
- To understand the 5 Key concepts of print:
 1. Print has meaning;
 2. Print can have different purposes;
 3. We read English text from left to right and from top to bottom;
 4. The names of the different parts of a book;
 5. The page sequencing.
- To be immersed in Phase 1 activities of Letters and Sounds and show their phonological awareness by:
 1. Spotting and suggesting rhymes;
 2. Counting/clapping syllables in a word;
 3. Recognising words with the same initial sound, e.g., money and Mummy;
 4. Having some awareness of rhyme and alliteration;
 5. Hearing and saying initial sounds in words.
- To know a few core words, letter names and/or sounds, especially any of personal significance.

			<ul style="list-style-type: none"> • To have not yet developed the strategies to lift the words off the page. Over time, to play a more active role in 'reading'. • To begin to explore Set 1 Little Wandle (sat, pin)
<p>Writing</p> 	<ul style="list-style-type: none"> • To add meaning to marks they make. • To make marks to be their name. • To enjoy the sensory experience of making marks. • To distinguish between the marks that they make. • To enjoy drawing and writing on screen and on paper and in different textures, e.g., sand or shaving foam. • To enjoy free drawing. • To copy movements. 	<ul style="list-style-type: none"> • To add meaning to marks they make. • To make marks to be their name. • To imitate adults' writing by making continuous lines circles or shapes. • To identify the initial letter of their name. • To begin to make letter type shapes to represent the initial sound of their name. 	<ul style="list-style-type: none"> • To begin to copy letter shapes, which are familiar to them e.g. from their name. • To write some or all of or their first name. • To write some letters accurately. • To show an interest in words and illustrations in the environment. • To begin to navigate apps and websites on digital media using dropdown menus. • To show an interest in letters on a keyboard and begin to make letter type shapes to represent the initial sound of their name and other familiar words.

Progression of Mathematics

Theme	Amazing Me	Snow and Ice and All Things Nice	The Great Explorers	All Things Bright and Beautiful	Going Places	All Creatures Great and Small
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number 	<ul style="list-style-type: none"> To combine objects. To take part in finger number rhymes. To react to changes in a group up to 3. To show counting like behaviour. To count in everyday contexts but may miss out or muddle number sequences. To notice numbers around them, both inside and out. To develop an awareness of numbers through rhymes and in their surroundings. To maybe enjoy counting verbally as far as they can go. 		<ul style="list-style-type: none"> To give 2 or 3 objects from a group. To begin to count on their fingers. To point or touch each item, using their understanding of 1:1 correspondence To use some number names in play and be fascinated with big numbers. To begin to recognise numerals 0-10. To solve everyday problems to 5. To recite numbers beyond 5. To have fast recognition of up to 3 objects. To begin to understand that each counting number is one more than the one before. 		<ul style="list-style-type: none"> To compare groups of up to 5 objects. To show finger numbers to 5. To know the 'cardinal principle' - the last number reached when counting tells them how many there are in total. To link numerals and amounts, e.g., show 4 fingers. To experiment with their own marks for numbers. To subitise to 3 with no need to count them. To begin to know that a bigger number can be created out of smaller numbers. <p>To begin to use their understanding of numbers to solve everyday problems - in play and meaningful activities.</p> <ul style="list-style-type: none"> To separate a group of objects in different ways and know that the total is still the same. <p>To understand the 'order relevance' principle that the order they count the objects in is irrelevant; there will still be the same number.</p>	

Numerical Patterns

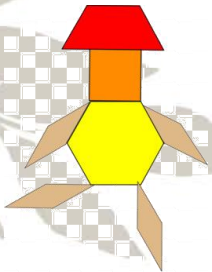


- To note patterns.
- To show an interest in patterns, songs and rhymes.

- To begin to predict what might happen in a predictable situation.
- To talk about patterns around them.
- To join in with simple patterns in rhymes, games, dances, stories and predict what may come next.

- To extend a simple ABABAB pattern.
- To notice and correct an error in a simple pattern.
- To explore repeating patterns in everyday objects.

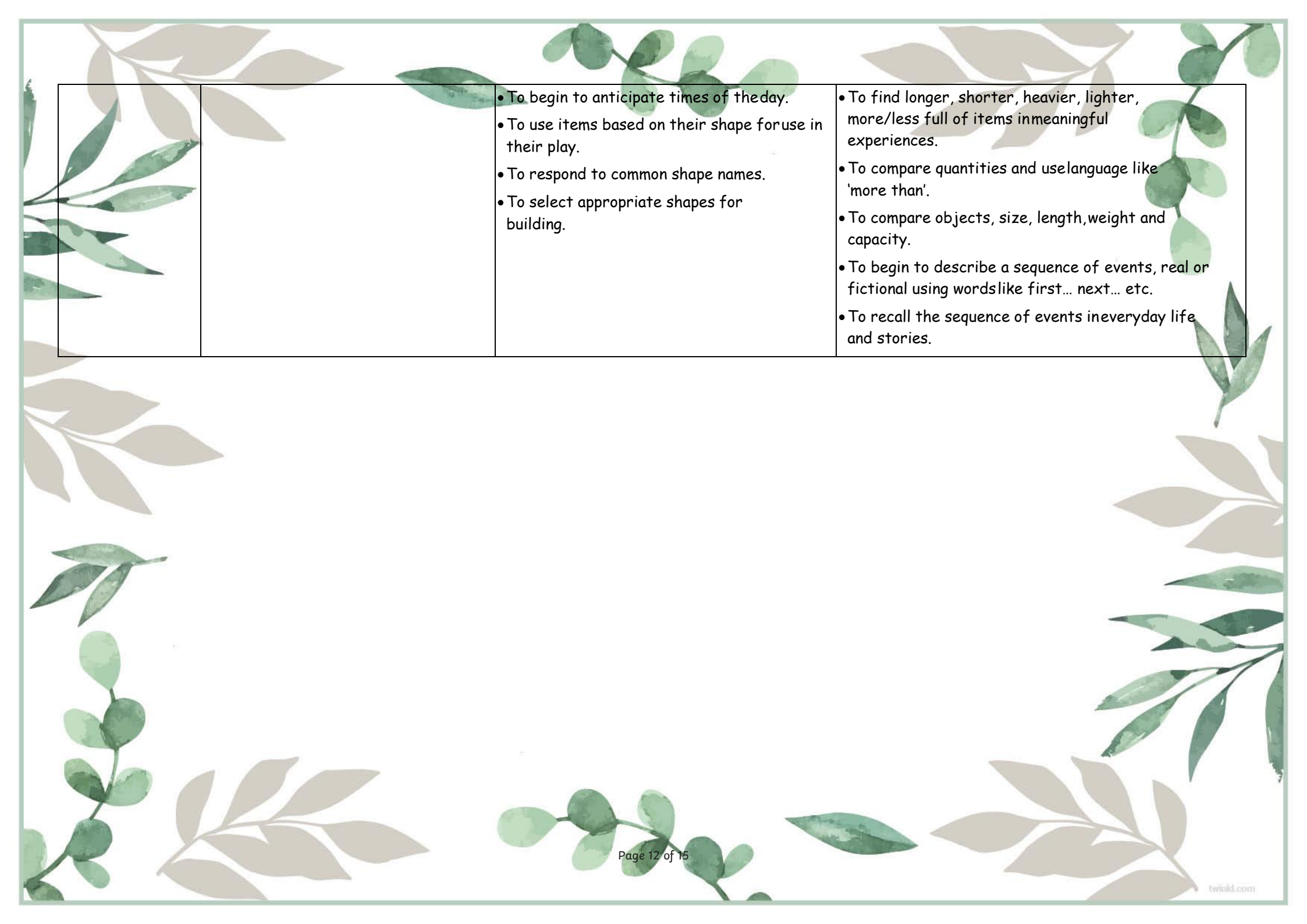
Shape, Space & Measure




- To have some spatial awareness, e.g., climbing into a space, doing a puzzle.
- To enjoy exploring spaces around them.
- To begin to put objects inside each other.
- To use their body to explore spaces.
- To begin to know their way around familiar environments.
- To explore shapes around them in their play.
- To choose puzzle pieces and try to fit them in.
- To make simple constructions.

- To respond to spatial and positional language.
- To explore how things look from different views, points, near and far.
- To explore different shapes and sizes.
- To recognise when two shapes are the same.
- To compare sizes.
- To compare amounts and use words like 'lots' and 'more'.
- To explore the difference in weight, length, size and capacity.
- To attempt to make arches and enclosures in their play with construction sets.

- To respond to and use the language of direction.
- To use position.
- To describe a familiar route.
- To use words like 'in front of' and 'behind'.
- To show an awareness of shape similarities and differences in objects.
- To enjoy partitioning and combining 2D and 3D shapes, making new shapes.
- To talk about and explore 2D and 3D shapes, talk about their names and some properties.
- To combine shapes in play.

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- A decorative border of green and brown leaves surrounds the page.
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| | <ul style="list-style-type: none">• To begin to anticipate times of the day.• To use items based on their shape for use in their play.• To respond to common shape names.• To select appropriate shapes for building. | <ul style="list-style-type: none">• To find longer, shorter, heavier, lighter, more/less full of items in meaningful experiences.• To compare quantities and use language like 'more than'.• To compare objects, size, length, weight and capacity.• To begin to describe a sequence of events, real or fictional using words like first... next... etc.• To recall the sequence of events in everyday life and stories. |
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Progression of Understanding the World

Theme	Amazing Me	Snow and Ice and All Things Nice	The Great Explorers	All Things Bright and Beautiful	Going Places	All Creatures Great and Small
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past & Present 	<ul style="list-style-type: none"> To begin to make sense of their own life-story and family history. To enjoy playing with small world, building on their first-hand experiences. <p>Vocabulary Me, my family, past present</p>		<ul style="list-style-type: none"> To begin to make sense of their own life-story and family history. To enjoy playing with small world, building on their first-hand experiences. <p>Vocabulary Past, present, before, after,</p>		<ul style="list-style-type: none"> To enjoy playing with small world, building on their first-hand experiences. To know there are different countries in the world and talk about the differences they have experienced or seen in photos. To comment and ask questions about their world such as the place where they live. To talk about how they have changed from when they were a baby. To talk about similarities and differences in toys/technology from the past. To begin to develop an awareness of some key events that happened in the past e.g. Bonfire Night, Remembrance Day. To begin to understand key significant events from the past through books. Begin to make sense of their own life-story and family history. <p>Vocabulary Past, present, Guy Fawkes, poppy, war</p>	

People, Culture & Communities

- To make connections between the features of their family and other families.
- To notice differences between people.
- To be curious and show an interest in stories about people or animals.
- To enjoy looking at photographs of themselves and other familiar people.
- To begin to make their own friends.
- In pretend play, to imitate everyday actions and events from their own family and cultural background.
- To show an interest in their immediate environment (school grounds, local walk)

Vocabulary

School, grounds, local, walk,

- In pretend play, to imitate everyday actions and events from their own family and cultural background.
- To enjoy looking at photographs of themselves and other familiar people.
- To begin to describe what they see in their immediate environment.

Vocabulary

Describe, see, environment

- To have an understanding of people who help us in the community and our everyday lives.
- To continue to develop a positive attitude about the differences between people.
- To know there are different countries in the world and talk about the differences they have experienced or seen in photos and books.
- To comment and ask questions about their world such as the place where they live - through books.
- To begin to understand the basic use of maps

Vocabulary

Country, world, difference, places, map

The Natural World



- To explore and respond to their environment, natural phenomena and natural materials.
- To use their senses.
- To explore materials.
- To talk about what they see using a wide vocabulary.
- To develop an understanding of changes in autumn/winter.

Vocabulary

Environment, natural, senses, change, autumn, winter

- To talk about what they see using a wide vocabulary.
- To know that things can be used in different ways.
- To talk about some of the things they have observed such as plants, animals and natural objects.
- To talk about materials and changes they notice.
- To develop an understanding of changes in winter/spring.

Vocabulary

Plant, animal, object, material, change, winter, spring.

- To explore how things work.
- To plant and care for seeds and plants.
- To understand the life-cycle of a plant and animal.
- To talk about materials and changes they notice.
- To begin to understand the need to respect and care for the world.
- To explore and talk and about different forces they can feel.
- Uses all their senses in hands-on exploration of natural materials.
- To develop an understanding of changes in spring/summer.

Vocabulary

Plant, seed, life cycle, world, senses, spring, summer, change