



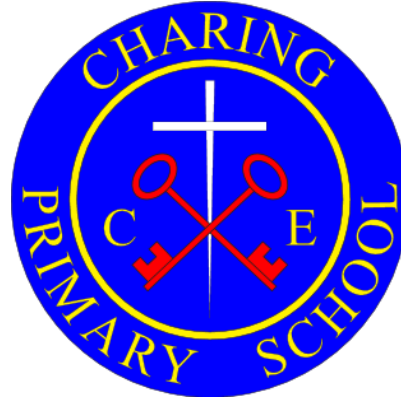
Early Years Foundation Stage Curriculum Progression of Skills
Compassion Friendship Forgiveness Resilience Hope



Charing CE Primary School

Living and learning with faith, friendship and fun

Our inclusive school is a place of creative learning where all talents are developed, celebrated and enjoyed. We nurture all to be curious, passionate and resilient lifelong learners. As a community, we listen to, forgive and love one another so all can be confident in who they are. Inspired by Jesus we walk beside each individual in our family by understanding and responding to their unique needs. We have hope in all our children that they grow to be open, compassionate people of the world who stand up for what is right.



Early Years Foundation Stage (EYFS) Curriculum Progression of Skills

This progression of skills document illustrates how the EYFS curriculum aligns with and contributes to the broader whole-school curriculum, ensuring continuity, consistency and progression across all subjects. In doing so, it reflects our commitment to delivering a curriculum with a clear intent, robust and thoughtful implementation, and demonstrable impact on children's outcomes.



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English		
	Rabbits (Reception)	Ducklings (Pre-School)
Reading (RWI Phonics)	Understand that print has meaning and can have different purposes Understand that we read English text from left to right and from top to bottom Know the names of the different parts of a book Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Children read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words and demonstrate understanding when talking with others about what they have read.	Interested in books, stories and rhymes Repeats words or phrases from familiar stories Fills in missing words and phrases from known stories and/or rhymes Pays attention and responds to pictures and/or words Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props Learning new vocabulary
Writing	Shows a preference for a dominant hand. Holds a pencil using a tripod grip to effectively form recognisable letters, most of which are correctly formed. Write simple phrases and sentences that can be read by others Children use their phonic knowledge to write words in ways which match their spoken sounds. Write some irregular common words.	Distinguishes between different marks they make Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. Make marks to stand for their name. Beginning to use three fingers (tripod grip) to hold writing tools Imitates drawing simple shapes such as circles and lines. May be beginning to show preference for dominant hand.
Grammar, Punctuation and Spelling	Spell words by identifying sounds in them and representing the sounds with a letter or letters Some words are spelt correctly and others are phonetically plausible	



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Maths		
	Rabbits (Reception)	Ducklings (Pre-School)
Comparison	Count objects, actions and sounds. Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates of numbers of things, showing understanding of relative size	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Compares two small groups of up to five objects, saying when there are the same number of objects in each group,
Counting	Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10 (ordinality) Say one number for each item in order: 1, 2, 3, 4, 5, using one to one correspondence when counting.	May enjoy counting verbally as far as they can go Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Uses some number names and number language within play, and may show fascination with large numbers
Cardinality	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link the number symbol (numeral) with its cardinal number value. Engages in subitising numbers to four and maybe five Counts out up to 10 objects from a larger group Matches the numeral with a group of items to show how many there are (up to 10) Explores using a range of their own marks and signs to which they ascribe mathematical meanings	Begin to recognise numerals 0 to 10 Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Links numerals with amounts up to 5 and maybe beyond
Composition	Solve real world mathematical problems with numbers up to 5. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects Beginning to recognise that each counting number is one more than the one before Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three In practical activities, adds one and subtracts one with numbers to 10 Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including standard numerals, tallies and "+" or "-"	Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers Beginning to use understanding of number to solve practical problems in play and meaningful activities



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Spatial Awareness	Compare quantities using language: 'more than', 'fewer than', Discuss routes and locations, using words like 'in front of' and 'behind'. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)	Understand position through words alone - for example, "The bag is under the table," - with no pointing. Describe a familiar route. Responds to and uses language of position and direction Predicts, moves and rotates objects to fit the space or create the shape they would like
Shape	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones - an arch, a bigger triangle, etc. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes. Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes Attempts to create arches and enclosures when building, using trial and improvement to select blocks Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.	Chooses items based on their shape which are appropriate for the child's purpose Responds to both informal language and common shape names Shows awareness of shape similarities and differences between objects
Pattern	Notice and correct an error in a repeating pattern. Continue, copy and create repeating patterns (ABAB). Creates their own spatial patterns showing some organisation or regularity Spots patterns in the environment, beginning to identify the pattern "rule" Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat	Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next
Measure	Compare length, weight and capacity. Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy Becomes familiar with measuring tools in everyday experiences and play Is increasingly able to order and sequence events using everyday language related to time Beginning to experience measuring time with timers and calendars	Make comparisons between objects relating to size, length, weight and capacity and using appropriate vocabulary to describe Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items Recalls a sequence of events in everyday life and stories.



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Science		
	Rabbits (Reception)	Ducklings (Pre-School)
Working Scientifically (Questioning, Predicting, Concluding, Observing, Identifying & Classifying, Measuring, Testing, Recording)	Answer 'how' and 'why' questions about experiences and in response to events. Develop explanations by connecting ideas or events by working as part of a group or class, and understand and follow the rules. Take account of other's ideas about how to organise an activity. Exceeding: They are familiar with basic scientific concepts such as floating, sinking, experimentation.	Talk about what they see, using a wide vocabulary. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
Biology: Plants	Make observations of animals and plants and explain why some things occur.	Explore and respond to different natural phenomena in their setting and on trips.
Biology: Animals, including Humans	Make observations of animals and plants and explain why some things occur.	Plant seeds and care for growing plants.
Biology: Living Things and their Habitats	Talk about similarities and differences in relation to places, objects, materials and living things. Talk about the features of my own immediate environment and how environments might vary from one another.	Understand the key features of the life cycle of a plant and an animal.
Biology: Evolution and Inheritance	Explain how living things change over time, observing how different animals and plants are adapted to their environments, and recognise that most offspring often look like their parents, explain similarities and differences.	Begin to understand the need to respect and care for the natural environment and all living things.



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Chemistry: Materials (including rock, states of matter and changes)	Explore characteristics of everyday objects. Talk about similarities and differences between objects or materials. Exceeding: Know the properties of some materials and can suggest some of the purposes they are used for.	Explore materials with different properties. Explore natural materials, indoors and outside. Use all their senses in hands-on exploration of natural materials. Talk about the differences between materials and changes they notice.
Physics: Seasonal Changes	Talk about seasonal changes and demonstrates an understanding of how each season brings different weather conditions, changes in plant life, animal behaviours, and clothing needs.	Understand the effect of changing seasons on the natural world around them.
Physics: Light	Learn that light is a type of energy that allows us to see things, primarily coming from the sun as a natural source, and can also be produced by man-made objects like lamps and torches; they should understand that when light is blocked, it creates a shadow.	
Physics: Forces and Magnets	Children should develop a basic understanding of forces as pushes and pulls, and learn that magnets attract certain materials, particularly focusing on exploring different objects to see if they are magnetic or not.	Explore and talk about different forces they can feel.
Physics: Electricity	Children should primarily learn about electricity as a basic form of energy that powers objects around them, understanding that it flows through wires to operate devices like lights and toys, while emphasising safety concepts like not putting things into electrical sockets and respecting potential dangers associated with electricity.	
Physics: Sound	Children are taught that sound is created by vibrations which travel through the air as waves, allowing us to hear things around us; they learn to identify different sounds, understand concepts like loud/soft, high/low pitch, and explore how to make sounds with various objects.	
Physics: Earth and Space	Children should develop a basic understanding of Earth as a planet within space, including concepts like day and night, the sun, moon, stars, and the idea that Earth is a part of a larger solar system.	



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History		
	Rabbits (Reception)	Ducklings (Pre-School)
Investigate and interpret the past	Children are given opportunities to discuss what happened in the past through storytelling, handling artefacts, looking at pictures and ordering events on simple timelines. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Children are encouraged to come up with their own ideas and discuss these, making links finding out and exploring ideas for themselves. Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Remembers and talks about significant events in their own experience.
Overview of world history	Describe some things that have happened in the past which have changed how things work today. Know that events in history happened before Jesus Christ was born and after to gain a simple understanding of chronology.	Describe some things that have happened in the past which have changed how things work today.
Understand chronology	Children can talk about changes that happen in their own lives and are given opportunities to develop time concepts, first using language like "yesterday," "today," "tomorrow," "old," and "new" in daily routines to help children grasp basic time concepts. Children will then use language such as 'a long time ago' to describe their learning relating to topics such as dinosaurs, Jesus' life, transport etc.	Children can talk about changes that happen in their own lives and are given opportunities to develop time concepts, first using language like "yesterday," "today," "tomorrow," "old," and "new" in daily routines to help children grasp basic time concepts.
Communicate historically	Use words and phrases such as 'yesterday', 'at the weekend', 'a long time ago', 'in the past' to describe events that have happened in their life and about people and events they have learnt about.	Use words and phrases such as 'yesterday', 'at the weekend', 'a long time ago', 'in the past' to describe events that have happened in their life



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Geography		
	Rabbits (Reception)	Ducklings (Pre-School)
Geographical skills and fieldwork	To use basic observation skills around the school to talk about what they see. To follow simple directions. To look at signs and symbols and photographs on different types of maps for example in school, and the local community.	To describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'
Locational knowledge	To understand some similarities and differences in relation to places. To talk about features of their own environment. To name and locate different parts of the local community. To describe some actions that people in the community do to maintain the area Draw information from a simple map.	To talk about features of their own environment. To name and locate different parts of the local community. To name and talk about the people in the community who help us.
Human and Physical geography	To know about similarities and differences in relation to places, objects, materials and living things. Recognise some similarities and differences between life in this country and life in other countries. To use the local area for exploring and to give their opinion on both the built and the natural environment. Recognise some environments that are different from the one in which they live.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.



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Art & Design		
	Rabbits (Reception)	Ducklings (Pre-School)
Drawing	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings - happiness, sadness, fear, etc.	Start to make marks intentionally. Use drawing to represent ideas like movement or loud noises. Draws lines and circles using gross motor movements.
Painting and mixed media	Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect.	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Explore colour and colour mixing. Explore, use and refine a variety of artistic effects to express their ideas and feelings.
Sculpture and 3D	Create simple representations of events, people and objects. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.	Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.
Craft and design	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.
Knowledge of Artists	Begin to develop an awareness of different artists and their techniques	



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Design & Technology		
	Rabbits (Reception)	Ducklings (Pre-School)
Cooking and nutrition	Talk about the differences between materials and changes they notice e.g. cooking - combining different ingredients, and then cooling or heating (cooking) them Eats a healthy range of foodstuffs and understands need for variety in food.	Develops own likes and dislikes in food and drink. Willing to try new food textures and tastes.
Structures	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones - an arch, a bigger triangle, etc. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.
Mechanisms	Explore how things work. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.	Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. Seeks to acquire basic skills in turning on and operating some ICT equipment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.



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Computing		
	Rabbits (Reception)	Ducklings (Pre-School)
Computer Science	Continuous provision draws on the common uses of control technology for children to experience first-hand and to explore their uses through play. Additional experiences might also include: 'programming' friends by telling them how to move around like a robot or using control toys like remote control cars or apps on iPads. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. Seeks to acquire basic skills in turning on and operating some ICT equipment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.
Information Technology	Exploring technology they encounter at home and school (e.g. role play toys, photocopiers, iPads etc.) and how technology has changed over time and how it differs across cultures by sharing artefacts, photos and videos, and asking others.	Knows that information can be retrieved from computers
Digital Literacy	Explore mark making programs on screens, tablets or interactive whiteboard to experiment and communicate their ideas. Interact with adults and their peers and explore their environment using multimedia equipment, including cameras, iPads and visualisers to capture still and moving images. With help, they will play back their captured recordings, demonstrating confidence and increasingly in control. Explore ways of making and listening to sounds using simple programs, apps and devices, e.g. talking postcards and age appropriate apps	Explore mark making programs on screens, tablets or interactive whiteboard to experiment and communicate their ideas. Explore digital apparatus with discussion about what it does, how it works and how to use it safely.



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Music		
	Rabbits (Reception)	Ducklings (Pre-School)
Improvise and Compose	Explore and engage in music making and dance, performing solo or in groups. Explore making sound with voices and percussion instruments to create different feelings and moods. Explore the range and capabilities of voices through vocal play. Play instruments and make up new words/lyrics and actions with increasing control to express different emotions, feelings and ideas. Explore storytelling elements in the music and create a class story inspired by the piece. Create a sound story using instruments to represent different animal sounds/ movements. Develop a song by composing new words and adding movements and props. Improvise music with different instruments, following a conductor. Compose music based on characters and stories developed through listening and invent and perform actions for new verses.	Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. Make rhythmical and repetitive sounds. Create their own songs or improvise a song around one they know. Imitates and improvises movement and actions they have observed, e.g. clapping or waving.
Sing and Play	Sing in a group or on their own, increasingly matching the pitch and following the melody; exploring dynamics with voice and instruments. Sing different action songs with changing speeds, call and response, melodies. Children sing songs, make music and dance, and experiment with ways of changing them. Use the voice to adopt different roles and characters. Play a steady beat on percussion instruments. Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo. Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.	Join in with songs and rhymes, making some sounds. Explore a range of soundmakers and instruments and play them in different ways. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Remember and sing entire songs. Begins to build up and remember a repertoire of songs Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Explores and experiments with a range of media through sensory exploration, and using whole body.
Listen and Appraise	Watch and talk about dance and performance art, expressing their feelings and responses. Listen attentively and respond, move to and talk about music, expressing their feelings and responses in a range of ways, moving freely. Identify and describe contrasts in tempo and dynamics. Begin to use musical terms (louder/ quieter, faster/slower, higher/lower). Listen to music and show the beat with actions, using appropriate hand actions to mark changing pitch. Find the beat and perform a clapping game with a partner.	Show attention to sounds and music. Explore and learns how sounds can be changed. Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.



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Physical Education		
	Rabbits (Reception)	Ducklings (Pre-School)
Athletics	To know to use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. To know that bending my knees will help me to land safely. To understand that bigger targets are easier to hit. To know that rules help us to stay safe.	Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball. Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Develop manipulation and control. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
Ball Skills	To know to look at the target when sending a ball. To know to have hands out ready to catch. To know to watch the ball and stop it with two hands. To know that keeping the ball close will help with control.	
Dance	To understand that I can move my body in different ways to create interesting actions. To understand that I can change my action to show an idea. To know that if I move into space it will help to keep me and others safe. To know that when watching others perform, I sit quietly. To know that if I use lots of space, it helps to make my dance look interesting.	
Fitness	To know that moving into space away from others helps keep me safe. To know that I can hold my arms out to help me to balance. To know that moving my arms and legs at the same time helps me to walk, run and jump. To know that I use big steps to run and small steps to stop. To know that I can hold my weight on different parts of my body. To understand that moving for a long time can make me feel tired	
Fundamentals	To know to use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. To know that I can hold my arms out to help me to balance. To know that bending my knees will help me to land safely. To understand that I use one foot to hop. To know that if I hop then step that will help me to skip.	
Gymnastics	To understand that I can make different shapes with my body. To know that I should be still when holding a balance. To know that I can change my body shape to help me to roll. To know that bending my knees will help me to land safely. To know that if I hold a shape, people will see it clearly.	



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Invasion Games	To know to look at the target when sending a ball and watch the ball to receive it. To know that keeping the ball close will help with control. To know that being in a space gives me room to play. To know that there are different roles in games. To make simple decisions in response to a task.	
Net & Wall Games	To know to point my hand/object at my target when hitting a ball. To know to look at the target when sending a ball and watch the ball to receive it. To know to use big steps to run and small steps to stop. To make simple decisions in response to a task.	
OAA (<i>Outdoor Adventurous Activity</i>)	To make simple decisions in response to a task. To know that moving into space away from others will help me to stay safe. Know to leave a gap when following a path will help me to stay safe. To know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'. To begin to identify when I am successful.	
Striking and Fielding	To know to point my hand at my target when striking a ball. To know to scoop a ball with two hands. To know to point my hand at my target when throwing and to have hands in the ready position to catch. To make simple decisions in response to a task.	
Target Games	To know to point my hand at my target when throwing. To know to have hands out ready to catch. To make simple decisions in response to a task.	



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Religious Education		
	Rabbits (Reception)	Ducklings (Pre-School)
Theology (God)	Talk about a place, a special story or person belonging to a faith or belief community using appropriate language Show an awareness that festivals are special times for different people and describe how people celebrate them Use key theological vocabulary e.g. 'God' Recreate religious and belief stories in their play e.g. small world play	N/A
Philosophy (Reality)	Show curiosity; ask questions about their learning Respond with growing sensitivity and responsibility to the world around them Talk about right/wrong, good/bad, real/true Recognise that others' views may be different from their own Show a range of feelings in response to their learning e.g., awe, wonder, sadness, joy etc Talk about what concerns them about different ways in which people behave Say what matters to them or is of value	
Human and Social Science (Community)	Talk about their own times of celebration or about things that are special to them, such as beliefs, places, books, objects and people (communities) Talk about a group they belong to and show an awareness that children belong to different groups	



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PSHE		
	Rabbits (Reception)	Ducklings (Pre-School)
Families and Relationships	Learning how to talk about our families and discussing why we love them and talking about people that hold a special place in my life. To name and describe the different members of our families. To understand that all families are valuable and special. Developing strategies to help when sharing with others. To know that we share toys so that everyone feels involved and no one feels left out or upset. To understand that different people like different things. Exploring what makes a good friend. Thinking about what it means to be a valued person. To understand that all people are valuable. Exploring the differences between us that make each person unique. Considering the perspectives and feelings of others. Learning to work as a member of a team. To know that it is important to help, listen and support others when working as a team. Developing listening skills. To know that it is important to tell the truth. Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. Children play co-operatively, taking turns with others. Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.	Make connections between the features of their family and other families. Talk about members of their immediate family and community. Establish their sense of self. Develop friendships with other children and plays alongside others. Uses a familiar adult as a secure base from which to explore independently in new environments. Plays cooperatively with a familiar adult. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child. Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
Health and Wellbeing	Discussing ways that we can take care of ourselves. Exploring how exercise affects different parts of the body. To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. To know that having a naturally colourful diet is one way to try and eat healthily. To know that exercise means moving our body and that is important. To know that yoga can help our bodies and minds to relax. To name some different feelings and emotions. To identify how characters within a story may be feeling.	Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".



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	Exploring different facial expressions and identifying the different feelings they can represent. To know that facial expressions can give us clues as to how a person is feeling. Identifying and expressing my own feelings. Exploring ways to moderate behaviour, socially and emotionally. Exploring coping strategies to help regulate emotions and coping with challenge when problem solving. To know that I am a valuable individual and that I can learn from my mistakes. To know some strategies to calm down. Adjust behaviour to different situations, and take changes of routine in their stride. Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	Find ways to calm themselves, through being calmed and comforted by their key person. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. Feeds self competently with spoon. Drinks well without spilling. Clearly communicates their need for potty or toilet. Beginning to recognise danger and seeks support of significant adults for help. Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. Beginning to be independent in self-care, but still often needs adult support. Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
Safety and the changing body	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. Work as part of a group or class, and understand and follow the rules. Considering why it is important to follow rules and to know that some rules are in place to keep us safe. Exploring what it means to be a safe pedestrian and to know how to behave safely on the pavement and when crossing roads with an adult. To know what to do if I get lost. To know how to keep my body safe and communicate if I am hurt.	Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Understands that equipment and tools have to be used safely. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.



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Citizenship	Beginning to understand why rules are important in school and to know that we have rules to keep everything fair, safe and enjoyable for everyone. To understand that we all have similarities and differences and that make us special. To know that we all have different beliefs and celebrate special times in different ways.	
Economic Wellbeing	To know that coins and notes are types of money and have different values. To know that notes are higher in value than coins. Discussing how to keep money safe. To know that money is valuable and needs to be looked after. To know that money should be stored in a safe place to keep it secure and should not be displayed in public places. Discussing what to do if we find money and to know that it is wrong to steal money. Exploring choices people make about money. Developing an understanding of how banks work and to know that banks are places where we can store our money. Listening to descriptions of professions. Thinking about questions they would like to ask others about their job. Describing what different people do in their jobs. To know that adults have jobs to help others and to earn money. To know that skills are things that we can do well and that everyone has different skills.	Exploring how money is used by people. To know that people use money to buy things, including things they need and things they want. To know that different jobs need different skills. To know that they should not show or give money to strangers. To know that they can ask adults they know and trust about money.