





Elmbridge Primary School EYFS Objectives and Skills Progression

Area of Learning	Autumn 1 - My Wonderful World and Beyond	Autumn 2 - My Wonderful World and Beyond	Spring 1 - Amazing Africa	Spring 2 - Helpful Heroes	Summer 1 - Down at the Bottom of the Garden	Summer 2 - Under the Sea
<p>Communication and Language</p>  <p>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, talk partners, circle times, stories, singing, sharing of work, speech and language interventions, Power of Reading sessions and Tapestry Time.</p>	<p>Listening, Attention and Understanding</p> <p>To understand how to be a good listener.</p> <p>To understand why listening is important.</p> <p>Speaking</p> <p>To talk in front of a small group.</p> <p>To talk to class teacher and TA.</p> <p>To learn new vocabulary.</p>	<p>Listening, Attention and Understanding</p> <p>To engage in story times, joining in with repeated phrases and actions.</p> <p>To begin to understand how and why questions.</p> <p>Speaking</p> <p>To answer questions in small groups.</p> <p>To use new vocabulary throughout the day.</p>	<p>Listening, Attention and Understanding</p> <p>To make comments about what they have heard.</p> <p>Speaking</p> <p>To develop the confidence to talk in larger groups.</p> <p>To talk in sentences using conjunctions, e.g. and, because.</p>	<p>Listening, Attention and Understanding</p> <p>To ask questions to find out more.</p> <p>Speaking</p> <p>To share their work to the class.</p> <p>To engage in non-fiction books.</p> <p>To use new vocabulary in different contexts.</p>	<p>Listening, Attention and Understanding</p> <p>To understand questions such as who, what, where, when, why and how.</p> <p>Speaking</p> <p>To link statements and stick to a main theme.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Listening, Attention and Understanding</p> <p>To have conversations with adults and peers with back-and-forth exchanges.</p> <p>Speaking</p> <p>To talk to different adults around the school.</p> <p>To talk in sentences using a range of tenses.</p>
<p>Listening, Attention and Understanding: 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 conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 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.</p>						

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<p>Personal, Social and Emotional Development</p>  <p>Children develop their personal, social and emotional skills throughout the year through play, stories, wellbeing sessions, restorative conversations, circle times, Tapestry Time etc.</p>	<p>Self-Regulation To begin to focus during short whole class activities.</p> <p>To be able to follow one step instructions.</p> <p>To recognise different feelings and emotions.</p> <p>Managing Self To learn to wash their hands independently.</p> <p>To change for PE with support.</p> <p>Building Relationships To seek support from adults when needed.</p> <p>To gain confidence to speak to peers and familiar adults.</p>	<p>Self-Regulation To talk about how they are feeling.</p> <p>To begin to consider the feelings of others.</p> <p>To understand that they are unique and celebrate difference</p> <p>Managing Self To develop class rules and understand the need to have rules.</p> <p>To begin to confidently try new activities.</p> <p>Building Relationships To play with children who are playing with the same activity.</p> <p>To begin to develop friendships.</p>	<p>Self-Regulation To focus during longer whole class lessons.</p> <p>To follow two-step instructions.</p> <p>Managing Self To understand that there are things that help you stay healthy</p> <ul style="list-style-type: none"> - Food - Sleep - Exercise <p>To practise doing buttons and zips.</p> <p>Building Relationships To begin to work as a group with support.</p> <p>To use taught strategies to support in turn taking.</p>	<p>Self-Regulation To identify and begin to moderate their own feelings socially and emotionally.</p> <p>To consider the feelings and needs of others.</p> <p>Managing Self To understand that there are things that help you stay healthy</p> <ul style="list-style-type: none"> - Hygiene - Medicines and substances <p>To develop independence when dressing and undressing.</p> <p>Building Relationships To listen to the ideas of other children and agree on a solution and compromise.</p>	<p>Self-Regulation To know a range of techniques to help control their emotions.</p> <p>Managing Self To manage their own basic needs independently.</p> <p>Building Relationships To know some qualities of a good friend.</p> <p>To begin to develop relationships with other adults around the school.</p>	<p>Self-Regulation To give focussed attention to what is being said and respond appropriately.</p> <p>To follow instructions of three steps or more.</p> <p>Managing Self To show resilience and perseverance in the face of challenge, with an 'I can' attitude.</p> <p>To recognise how their bodies and responsibilities change as they grow up</p> <p>Building Relationships To have the confidence to communicate with adults around the school.</p>
	<p>Self-Regulation: 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 focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</p> <p>Managing Self: 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.</p> <p>Building Relationships: 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.</p>					

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<p>Physical Development</p>  <p>Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, and Squiggle While You Wiggle.</p>	<p>Gross Motor To move safely and sensibly in a space with consideration of others.</p> <p>To develop moving safely and stopping with control.</p> <p>To follow instructions and stop safely.</p> <p>To use different travelling actions whilst following a path.</p> <p>To work with others co-operatively and play as a group.</p> <p>To follow, copy and lead a partner.</p> <p>Fine Motor To use a dominant hand.</p> <p>To begin to use a tripod grip when using mark making tools.</p> <p>To thread large beads.</p> <p>To hold scissors correctly and make snips in paper.</p> <p>To hold a fork and spoon correctly.</p>	<p>Gross Motor To develop balancing whilst stationary and on the move.</p> <p>To develop running and stopping.</p> <p>To develop changing direction.</p> <p>To develop jumping and landing.</p> <p>To develop hopping and landing with control.</p> <p>To explore different ways to travel.</p> <p>Fine Motor To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To hold scissors correctly and cut straight and zigzagged lines.</p> <p>To accurately draw lines, circles and shapes to draw pictures.</p> <p>To write taught letters using correct formation.</p>	<p>Gross Motor To copy and create shapes with my body.</p> <p>To be able to create shapes whilst on apparatus.</p> <p>To develop balancing and taking weight on different body parts.</p> <p>To develop jumping and landing safely.</p> <p>To develop rocking and rolling.</p> <p>To copy and create short sequences by linking actions together.</p> <p>Fine Motor To use a tripod grip when using mark making tools.</p> <p>To hold scissors correctly and cut along a curved line.</p> <p>To thread small beads.</p> <p>To write taught letters using correct formation.</p>	<p>Gross Motor To create short sequences using shapes, balances and travelling actions.</p> <p>To develop balancing and safely using apparatus.</p> <p>To develop jumping and landing safely from a height.</p> <p>To develop rocking and rolling.</p> <p>To explore travelling around, over and through apparatus.</p> <p>To create sequences using apparatus.</p> <p>Fine Motor To write taught letters using correct formation and control the size of letters.</p> <p>To use cutlery appropriately.</p>	<p>Gross Motor To develop rolling a ball to a target.</p> <p>To develop stopping a rolling ball.</p> <p>To develop accuracy when throwing to a target.</p> <p>To develop bouncing and catching a ball.</p> <p>To develop throwing and catching with a partner.</p> <p>To develop dribbling a ball with your feet.</p> <p>To develop kicking a ball.</p> <p>Fine Motor To hold scissors correctly and cut out small shapes.</p> <p>To paint using thinner brushes.</p>	<p>Gross Motor To work safely and develop running and stopping.</p> <p>To develop throwing and learn how to keep score.</p> <p>To play games showing an understanding of the different roles within it.</p> <p>To follow instructions and move safely when playing tagging games.</p> <p>To work co-operatively and learn to take turns.</p> <p>To work with others to play team games.</p> <p>Fine Motor To form letters correctly using a tripod grip.</p> <p>To create drawings with details.</p> <p>To independently use a knife, fork and spoon.</p>
	<p>Gross Motor: 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.</p> <p>Fine Motor: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>					


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<p style="text-align: center;">Literacy</p> 	<p>Comprehension To independently look at a book, hold it the correct way and turn pages.</p> <p>To use pictures to tell stories.</p> <p>Word Reading To recognise taught sounds. (m a s d t i n p g o c k u b f)</p> <p>To begin to hear oral blending.</p> <p>Writing To give meanings to the marks they make.</p>	<p>Comprehension To engage and enjoy an increasing range of books.</p> <p>To begin to answer questions about the stories read to them.</p> <p>Word Reading To recognise taught sounds. (m a s d t i n p g o c k u b f e l h r j v y w z x)</p> <p>To hear oral blending.</p> <p>To begin to blend sounds together to read words using taught sounds.</p> <p>Writing To write their name.</p> <p>To write the initial sounds in words.</p> <p>To use the correct letter formation of taught letters.</p>	<p>Comprehension To act out stories using recently introduced vocabulary.</p> <p>To begin to predict what may happen in the story.</p> <p>Word Reading To recognise taught digraphs in words and blend the sounds together to read words. (sh th qu ng nk ck ll ff ss zz)</p> <p>To read books matched to their phonics ability.</p> <p>Writing To write words representing the sounds with a letter/letters.</p> <p>To begin to write labels / captions representing the sounds with a letter/letters.</p>	<p>Comprehension To talk about the characters in the books they are reading.</p> <p>To retell a story.</p> <p>Word Reading To recognise and read words containing newly taught digraphs. (sh th qu ng nk ck ll ff ss zz)</p> <p>To read sentences containing tricky words.</p> <p>To read books matched to their phonics ability.</p> <p>Writing To write labels / captions representing the sounds with a letter/letters.</p> <p>To begin to use a finger space between words.</p>	<p>Comprehension To begin to answer questions about what they have read.</p> <p>To retell a story using vocabulary influenced by their experiences of books.</p> <p>Word Reading To recognise and read words containing newly taught digraphs. (sh th qu ng nk ck ll ff ss zz ay ee igh ow oo)</p> <p>To read sentences containing tricky words and taught digraphs.</p> <p>To read books matched to their phonics ability.</p> <p>Writing To begin to write simple sentences.</p> <p>To use a finger space between words when writing.</p> <p>To begin to write longer words that are spelt phonetically.</p>	<p>Comprehension To answer questions about what they have read.</p> <p>To know that information can be retrieved from books.</p> <p>Word Reading To recognise and read words containing at least 10 taught digraphs. (sh th qu ng nk ck ll ff ss zz ay ee igh ow oo ar or air ir ou oy)</p> <p>To read sentences containing tricky words and taught digraphs.</p> <p>To read books matched to their phonics ability.</p> <p>Writing To write sentences that can be read by others using recognisable letters and sounds.</p>
<p>Comprehension: 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.</p> <p>Word Reading: 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.</p> <p>Writing: 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.</p>						

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Mathematics



<p>Mathematics</p> 	<p>Number To recognise numbers 1-3. To begin to subitise to 3. To find 1 more / less of numbers to 3. To explore the composition of 2 and 3.</p> <p>Numerical Patterns To say which group has more. To say which group has fewer. To verbally count to 5.</p>	<p>Number To recognise numbers 1-5. To begin to subitise to 5. To find 1 more / less of numbers to 5. To explore the composition of 4 and 5.</p> <p>Numerical Patterns To compare quantities to 5 To verbally count forwards and backwards to 5.</p>	<p>Number To recognise numbers 0-8. To subitise to 5 To find 1 more / less of numbers to 8. To explore the composition of 6, 7 and 8.</p> <p>Numerical Patterns To compare quantities to 8 To explore making pairs and understand some numbers have an odd one left over. To combine 2 groups of objects. To verbally count to 10.</p>	<p>Number To recognise numbers 0-10. To find 1 more / less of numbers to 10. To explore the composition of 9 and 10. To explore number bonds to 10.</p> <p>Numerical Patterns To compare quantities to 10. To verbally count forwards and backwards to 10.</p>	<p>Number To revise subitising, counting and composition of numbers to 10 To build and identify numbers to 20.</p> <p>Numerical Patterns To use 'first, then, now' to create number stories involving adding and taking away. To verbally count to 20 and beyond.</p>	<p>Number To revise subitising, counting and composition of numbers to 10 To build and identify numbers to 20.</p> <p>Numerical Patterns To understand that double means twice as many. To share quantities equally. To know some numbers are even and some are odd. Children will be able to count beyond 20 and higher. To verbally count to 20 and beyond.</p>
<p>Number: 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) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns: 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.</p>						

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Understanding the World



History: Past and Present
To know about my own life story and how I have changed.

To talk about the lives of people around me.

Geography: People, Culture and Communities
To know about features of my immediate environment.

To know there are different types of weather.

To know to put rubbish in the bin and that we have different bins for different items.

Science: The Natural World
To explore and ask questions about the natural world around them.

To make observations about animals.

RE: People, Culture and Communities
To talk about people who are special to me.

To say what makes my family and friends special to me.

To talk about things that have happened in my life that made me feel special.

History: Past and Present
To know about figures from the past (Neil Armstrong and Tim Peake)

To know some similarities and differences between things in the past and now. (Christmas)

Geography: People, Culture and Communities
To know Elmbridge school is in Gloucester.

To know the name of the place I live in.

To know how I travel to school.

To know there are different modes of transport.

Science: The Natural World
To know about and recognise the signs of Autumn.

RE: People, Culture and Communities
To talk about how Hindus celebrate Diwali.

To talk about the Christmas story and how it is celebrated.

To retell religious stories, making connections with personal experiences.

History: Past and Present
To talk about past and present events in my life and from what has been read to me.

Geography: People, Culture and Communities
To know the name of the country I live in.

To know that there are many different countries in the world.

To know some countries are hot and some are cold

Science: The Natural World
To know about and recognise the signs of Winter.

To talk about features of the environment they are in and learn about the different environments.

To make observations about animals discussing similarities and differences.

RE: People, Culture and Communities
To talk about places that are special to me.

To know that the church is a special place for Christians.

To know that a mosque is a special place for Muslims.

History: Past and Present
To know some similarities and differences between things in the past and now. (Emergency Services)

To know about figures from the past (Florence Nightingale)

To know about the past through stories and pictures.

Geography: People, Culture and Communities
To know about people who help us within the community.

To know that paper can be recycled and some rubbish goes to landfill.

Science: The Natural World
To know about and recognise the signs of Spring.

To know some important processes and changes in the natural world, including states of matter. (freezing, melting)

To explore a variety of different materials

RE: People, Culture and Communities
To recall simply what happens at a traditional Christian infant baptism and traditional Aqiqah ceremony.

To talk about signs of new life in nature and make connections with symbols used by Christians e.g. cross, eggs

To say why Easter is a special time for Christians.

History: Past and Present
To know about the past through artifacts and pictures.

To explore and ask questions about items and pictures from the past.

Geography: People, Culture and Communities
To know that simple symbols are used to identify features on a map.

To explore using and creating simple maps.

Science: The Natural World
To make observations about animals and plants, discussing similarities and differences.

To know about the lifecycle of animals.

RE: People, Culture and Communities
To talk about how Muslims celebrate Eid.

To talk about stories that are special to me.

History: Past and Present
To know about the past through visitors.

Geography: People, Culture and Communities
To explore a simple map of Forest School.

To explore using and creating simple maps.

To know some countries are near and some are far away.

Science: The Natural World
To know about and recognise the signs of Summer.

To know some important processes and changes in the natural world, including states of matter. (floating, sinking)


RE: People, Culture and Communities
To identify some of their own feelings in the stories they hear.

I know that Christians have a special book called The Bible and Muslims have a special book called The Quran.

Past and Present: 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 experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities: 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 (when appropriate) maps.

The Natural World: 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 seasons and changing states of matter.

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Expressive Arts and Design 	<p>Music: Being Imaginative To sing and perform nursery rhymes.</p> <p>Art & Design: Creating with Materials To experiment mixing with colours. To use a soft modelling material to explore making shapes.</p>	<p>Music: Being Imaginative To learn about music from another culture To respond to music with movement <i>See Kapow Progression of Skills document.</i></p> <p>Art & Design: Creating with Materials To explore producing simple representations. To explore different mark making tools. To explore finger printing. Use a range of tools to explore mark making on a 3D surface.</p>	<p>Music: Being Imaginative To explore using their voices, bodies to make a variety of sounds. To explore the sounds of different instruments <i>See Kapow Progression of Skills document.</i></p> <p>Art & Design: Creating with Materials To use line to make a closed shape. To safely explore different techniques for joining materials. To develop own ideas and construct with a purpose in mind.</p>	<p>Music: Being Imaginative To express feelings and emotions through movement to music. <i>See Kapow Progression of Skills document.</i></p> <p>Art & Design: Creating with Materials To choose an appropriate tool for a task. To create simple representations and talk about what they have produced. To select materials and explain choices.</p>	<p>Music: Being Imaginative To use actions to retell a story to music To sing and perform a group song <i>See Kapow Progression of Skills document.</i></p> <p>Art & Design: Creating with Materials To use a soft modelling material to make shapes. To explore techniques to join, manipulate and assemble materials.</p>	<p>Music: Being Imaginative To experiment with playing tuned and untuned instruments <i>See Kapow Progression of Skills document.</i></p> <p>Art & Design: Creating with Materials To test a finished product and adapt as necessary To share creations and talk about processes and finished products.</p>
<p>Creating with Materials: 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.</p> <p>Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. 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>						

Other Possible Themes	Autumn	Autumn	Spring	Spring	Summer	Summer
Enrichment Activities	Me and my Family My local area Bears Family Tree	Space Diwali Christmas Remembrance Day Bonfire Night Nativity Performance	Valentine's Day Chinese New Year St Georges Day African music, drums and dance Yam and fruit tasting Chinese restaurant Chinese New Year Parade	Pancake Day Mothers Day St Davids Day St Patricks Day Easter Visitors - Police, Fire service. Doctor / nurse making super smoothies World Book Day Easter performance Superhero day	Eid Henri Matisse Planting sunflowers Caterpillars / Butterflies Tadpoles Green Day Ugly Bug Ball	Holidays Mermaids Pirates Sharks Cotswold Wildlife Park Trip

