Reception Skills Development Progression

Throughout the year, children in the Early Years Foundation Stage (EYFS) develop and build upon a wide range of skills through carefully planned experiences, play, exploration, and adult-guided learning. Their progression is supported across all seven areas of learning, with a focus on developing confidence, independence, communication, physical skills, social and emotional development, and early literacy and mathematical understanding. As the year progresses, children are encouraged to become increasingly independent, solve problems, make choices, express their ideas and feelings, and apply their learning in different situations. Practitioners observe each child's individual progress and provide appropriate support, challenge, and opportunities to revisit and consolidate skills. By the end of the year, children are expected to have made meaningful progress from their individual starting points and to have developed the knowledge, skills, and confidence needed to support their transition into the next stage of their education.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Personal Social and Emotional Development							
Self-Regulation	To be able to recognise happy and sad feelings. To follow simple instructions, sometimes with support.	To talk about how they are feeling and to consider others feelings. .	To be able to focus during longer whole class lessons. I can be assertive in appropriate ways.	To identify and moderate their own feelings socially and emotionally (happy, sad, worried, angry).	To work towards goals and show patience towards others and control my own behaviour without reminders from adults.	To follow instructions from my teacher. To understand others' emotions because of events that have happened.	- 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 to follow instructions involving several ideas or actions.
Managing Self	To wash hands independently. To choose activities with support.	To understand the need to have rules. To become more responsible with activities that they have chosen.	To begin to show resilience and perseverance in the face of a challenge.	To develop independence when dressing and undressing. To manage my own needs more frequently.	To manage own basic needs independently. To know right from wrong and behave accordingly.	To manage own basic hygiene and personal needs e.g. dressing, toileting and healthy food choices.	- 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.
Building Relationships	To seek support from adults and gain confidence to speak to peers and adults. To play with children in the classroom.	To begin to develop friendships and seek out others to play.	To be able to use taught strategies to support turn taking.	To listen to the ideas of other children and agree on a solution and compromise.	To work as a group. To think about the perspective of others.	To be able to have confidence to communicate with adults and other children around the school.	- 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.
	These statements are split, but all should apply on an ongoing basis throughout the year.						
Communication and Language							
Listening, Attention and Understanding	To be able to understand how to listen carefully and know why it is important. To learn new vocabulary.	To begin to understand how and why questions. To listen and talk about stories with interest.	To be able to ask questions to find out more. To take turns listening and speaking.	To retell a story and follow a story without pictures or props. To listen to non-fiction.	To be able to understand a question such as who, what, where, when, why and how.	To be able to have conversations with adults and peers with back-and-forth exchanges.	- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking	To be able to talk in front of small groups and their teacher offering their own ideas. To talk in sentences (4-6 words).	To be able to use new vocabulary throughout the day. To be able to start conversations.	To talk in sentences using conjunctions e.g. and, because To understand and use different vocabulary.	To engage in non-fiction books and to use new vocabulary in different contexts.	To use talk to organise, sequence and clarify thinking, ideas, feelings and events.	To be able talk in sentences using a range of tenses.	- 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.

Physical Development							
Gross Motor Skills	To move safely in a space. To be active and move in a variety of ways (running, jumping, skipping).	Explore different ways to travel using equipment. To have more control over equipment (balls, bikes)	To copy basic actions (dance). Safety travel over obstacles. To hold simple balances.	To jump and land safely from a height. To move confidently, avoiding obstacles and controlling speed.	To move safely with confidence and imagination, communicating ideas through movement.	To play by the rules and develop coordination.	- 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.
Fine Motor Skills	Begin to use tripod grip when using mark making tools. To explore mark making using different tools.	To accurately draw lines, circles and shapes to draw pictures. To use scissors with support.	To handle scissors, pencil and glue effectively. To hold a pencil correctly.	To be able to use cutlery to cut and manage food. To maintain a stable sitting position.	To hold scissors correctly and cut out small shapes. To mark make with increased control and accuracy.	To form letters correctly using a tripod grip.	- 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.
Literacy							
Comprehension	Independently looks at a book, holding it the correct way and turning pages. To look at pictures and tell a story.	To engage and enjoy an increasing range of books. To begin to predict what may happen in a story.	To engage in conversations about stories. To answer simple questions about events in a story.	To be able to talk about the characters in the books they are reading.	Retell a story using vocabulary influenced by their book. To sequence a story remembering events.	Able to answer questions about what they have read. To recognise the difference between fiction and non-fiction.	- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Word Reading and Awareness	To listen to sounds in words and enjoy rhymes and songs. To develop some phonological awareness – for example spotting words with the same initial sound.	To blend sounds to create words. To remember and recognise some common words.	To recognise taught digraphs in words and blend the sounds together. To read simple phrases and sentences in my books with some fluency.	To re-read these books to develop my confidence in reading and my fluency. To read words containing tricky words and digraphs.	To read longer sentences containing phase 4 words and tricky words. To know the names of the different parts of a book.	Read books matching their phonics ability. To identify all the sounds in my books and 10 or more diagraphs.	- 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.
Writing	To make marks and give them meaning. To start to attempt writing using familiar letters of strings of letters.	To start to write letters correctly. Can sometimes use guides to help.	Write words representing the sounds with a letter/letters. To begin to write on a line.	Write labels/phrases representing the sounds with a letter/letters.	Write words which are spelt phonetically. Especially CVC words.	Write simple phrases and sentences using recognisable letter and sounds.	- 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.

Mathematics							
Number	Have a deep understanding and subitise numbers 1 – 3. To use 1-1 correspondence when counting.	Have a deep understanding of numbers 1 - 5. To know composition of numbers 1-5.	To have an understanding of 1-8. To begin to double numbers.	Have a deep understanding of numbers 1 – 10. To order numbers 1-10. To join in with counting beyond 20.	To know more and less than.	Know number bonds to 10 including doubling facts.	- 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.
Numerical Patterns	Verbally say which group has more or less.	Compare equal and unequal groups.	Understand and explore the difference between odd and even numbers.	Add and subtract using number sentences.	Share quantities equally.	To be able to count reliably to 20 and beyond	- 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.
Understanding the World							
Past and Present	To know about their own life story and know they have changed. To know the order of events in a day.	To know some similarities and differences between things in the past and now.	Talk about the lives of people around them. To talk about events using the present and past tense.	Talk about past and present events in their lives and what has been read to them. To know some historical figures.	To know about the past through settings, characters. To order the days of the week.	To know about the past through settings, characters and events. To talk about the lives of people around them.	- 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	To know about features of the immediate environment. To know what is important to them and their family.	Know that there are many countries around the world. To know different celebrations that happen in the UK and around the world.	To know about people who help us within the local and wider community. . To know about places of worship.	To know that people around the world have different religions. To show a positive attitude in talking about and explaining the differences between people.	To know that people in other countries may speak different languages. To compare daily life in the UK with a contrasting country.	To explain some similarities and differences between life in this country and life in other countries. To draw and label maps.	- 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	To explore and ask questions about the natural environment around them. To explore the natural environment using their senses.	Understand the terms ‘same’ and ‘different’. To notice things that change over time.	Talk about features of the environment they are in and learn about the different environments.	Make observations about animals discussing similarities and differences.	Make observations about plants discussing similarities and differences.	Know some important processes and changes in the natural world including states of matter.	- 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.
Expressive Arts and Design							
Creating with Materials	To explore using a range of tools during creative play. To explore joining materials together.	Experiment with different textures. To explore using different media	Safely explore different techniques for joining materials.	To experiment with colour mixing.	Explore and use a variety of artistic effects to express their ideas and feelings.	To share creations, talk about process and evaluate their work.	- 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;

		(paint, chalk, pastels etc…)		To use different sized brushes when painting.			- Make use of props and materials when role playing characters in narratives and stories.
Being Imaginative and Expressive	To sing and perform nursery rhymes. To explore role playing using a variety of resources.	To experiment with different instruments and their sounds. To take part in pretend play using their own experiences.	To create narratives based around stories.	To move in time to the music. To use imagination to create different storylines.	Play an instrument following a musical pattern. To use small world resources to retell and create stories.	To invent their own narratives, stories and poems.	- 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.