

# Hillcrest Early Years Academy - EYFS skills progression



What will you  
discover today?



Communication and language Listening Attention and Understanding				
Nursery (2-3)	Nursery (3-4)	Reception Autumn	Reception Spring	Reception Summer
<p>Follow instruction with 3 key words.</p> <p>Identify familiar objects.</p> <p>Listening to stories with pictures and how some understanding.</p> <p>Understanding simple questions.</p> <p>Understand a simple sentence.</p>	<p>Enjoy listening to stories with pictures.</p> <p>Know some rhymes.</p> <p>Can talk about familiar books.</p> <p>Can retell and event that has happened to them.</p> <p>Understand a 2-part instruction.</p> <p>Understand a simple question.</p>	<p>Listen to longer stories with pictures.</p> <p>Learn Rhymes, poems and songs.</p> <p>Know to put their hand up on the carpet to share ideas and engage in class discussion.</p> <p>Learn new vocabulary.</p>	<p>Listen attentively to longer stories with pictures.</p> <p>Build up a repertoire of rhymes, poems and songs.</p> <p>Listen and respond to discussions regarding non-fiction books.</p> <p>Learn and use new vocabulary in a wide range of situations.</p>	<p>Listen attentively to stories and show understand by answering questions.</p> <p>Make comments about what they have heard and ask questions to clarify if they are unsure.</p> <p>Hold a conversation in back-and-forth discussion with adults and peers.</p>

Communication and language Speaking				
Nursery (2-3)	Nursery (3-4)	Reception Autumn	Reception Spring	Reception Summer
<p>Start to say how they feel with words and actions.</p> <p>Develop pretend play.</p> <p>Put 2-3 words together.</p> <p>Start to develop techniques for conversation.</p> <p>Explore different speech sounds.</p> <p>Start to ask questions.</p>	<p>Start to explore conjunctions in simple sentences.</p> <p>Start to build a repertoire of songs and engage in singing songs.</p> <p>Can start and continue conversations with a peer or adult.</p> <p>Use talk to develop, organise, and continue pretend play.</p> <p>Use sentences with at least 4-6 words.</p>	<p>Use new vocabulary.</p> <p>Articulate ideas using sentences.</p> <p>Connect 1 idea to the other using a wide range of conjunctions.</p> <p>Describe events that have happened to them.</p> <p>Start to retell stories</p>	<p>Describe events in some detail.</p> <p>Develop social phrases.</p> <p>Use talk to solve problems.</p> <p>Retell a story once they have a deep familiarity with it.</p> <p>Use vocabulary in different contexts.</p>	<p>Participate in small, class and group discussion.</p> <p>Offer ideas and answer questions in a familiar setting.</p> <p>Making use of new vocabulary during discussions.</p> <p>Offer explanations of why things happen.</p>

Expressive Arts and design  
Creating with Materials

Nursery (2-3)	Nursery (3-4)	Reception Autumn	Reception Spring	Reception Summer
<p>Explore a range of mark making opportunities and resources.</p> <p>Explore using paint.</p> <p>Explore using loose parts within the setting.</p> <p>Explore different materials.</p> <p>Make simple models.</p> <p>Manipulate and play with different materials.</p> <p>Use their imagination to consider what to do with different materials.</p>	<p>Begin to use representation to communicate.</p> <p>Mark makes intentionally.</p> <p>Start to draw with detail.</p> <p>Create simple representations of objects and people.</p> <p>Explore colour and colour mixing.</p> <p>Choose a colour for purpose.</p> <p>Begin to ask questions about art.</p> <p>Show interest in the environment.</p> <p>Begin to construct vertically and horizontally.</p> <p>Join construction pieces together.</p> <p>Use a range of construction materials.</p> <p>Constructs with a purpose in mind.</p> <p>Explore different textures and junk materials.</p>	<p>Explore colour mixing for purpose.</p> <p>Use a range of mark making resources and materials.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively.</p> <p>Talk about materials that have been used.</p>	<p>Have discussions about what they like and dislike about art.</p> <p>Explain own artwork.</p> <p>Understands what an artist is.</p> <p>Return and build on previous learning.</p> <p>Use their own ideas to respond to questions.</p> <p>Talk about their design.</p> <p>Describe how they are going to build and construct.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories</p>

Expressive Arts and design  
Being Imaginative and Expressive

Nursery (2-3)	Nursery (3-4)	Reception Autumn	Reception Spring	Reception Summer
<p>Show attention to sounds and music. Respond to music when it changes. Move and dance to music. Explore own voice. Make rhymical and repetitive sounds. Start to develop pretend and imaginative play. Explore a range of instruments.</p>	<p>Take part in simple pretend play. Begin to create own stories in small world play. Start to use loose parts in pretend play. Listen to sounds and music. Remember and sing entire songs. Play instruments with increasing control and rhythmic sounds.</p>	<p>Develop story lines in pretend play. Listen attentively to music. Explore and engage in music making and dance.</p>	<p>Sing in a group or own their own to songs that they know. Explore feelings through music. Move deliberately to music.</p>	<p>Invent and retell own stories for pretend and small world play. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories.</p>

Literacy Comprehension				
Nursery (2-3)	Nursery (3-4)	Reception Autumn	Reception Spring	Reception Summer
<p>Pay attention and respond to pictures of words.</p> <p>Repeat words of phrases.</p> <p>Make comments about stories.</p> <p>Develop play around stories.</p>	<p>Engage in group discussions about stories.</p> <p>Understand the 5 key concepts about print.</p>	<p>Talk about the setting of a story.</p> <p>Use story language in play.</p> <p>Talk about the key elements of a story.</p> <p>Know that non-fiction books have information in them.</p>	<p>Re-read books to build fluency and enjoyment.</p> <p>Start to answer questions about what they have read.</p> <p>Explain how a story might end.</p> <p>Accurately describe the main events of a story.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions.</p>

Literacy Word Reading				
Nursery (2-3)	Nursery (3-4)	Reception Autumn	Reception Spring	Reception Summer
<p>Enjoy/join in with songs and rhymes.</p> <p>Copy gestures.</p> <p>Enjoys sharing books with adults.</p> <p>Has favourite books.</p> <p>Notices some print.</p>	<p>Developing phonological awareness.</p> <p>Recognise name.</p> <p>Recognise initial sounds.</p> <p>Count or clap syllables.</p> <p>Start to orally blend some words.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Orally blend.</p> <p>Start to blend CVC words.</p> <p>Read phase 2 tricky words.</p>	<p>Read letters groups that represent 1 sound.</p> <p>Read letter groups that represent 3 sounds.</p> <p>Read phase 3 tricky words.</p> <p>Blend sounds into words, so that they can read CVCC/CCVC words.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few tricky words.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

Literacy  
Writing

Nursery (2-3)	Nursery (3-4)	Reception Autumn	Reception Spring	Reception Summer
<p>Enjoy drawing freely. Add some marks to their drawings that they can give meaning. Make marks to sound for their name.</p>	<p>Give purposeful meaning to the marks they make. Writes name over model. Writes name under model. Writes name. Write some letters accurately. Use some print knowledge to start early writing.</p>	<p>Communicate their ideas for writing verbally. To learn how to form lower case letters. To start to write and understand how to write CVC words.</p>	<p>Spell simple, phonetically regular words by identifying the sounds and then writing the sounds with letter/s. To correctly form lower case letters. Spell some tricky words. Re-read what they have written to check. Demonstrate some understand of how to form capital letters. To use own ideas to become independent writers.</p>	<p>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>

Maths Number				
Nursery (2-3)	Nursery (3-4)	Reception Autumn	Reception Spring	Reception Summer
<p>Develop counting like behaviour.</p> <p>Compare amounts simply.</p> <p>Take part in finger rhymes.</p> <p>React to changes of amounts.</p>	<p>Recites number past 5.</p> <p>Say one number for each object.</p> <p>Fast recognition of amounts up to 3.</p> <p>Understand the cardinal principle.</p> <p>Show finger numbers up 5.</p> <p>Experiment with their own symbols and marks.</p> <p>Compare quantities.</p>	<p>Count objects and actions.</p> <p>Subitise.</p> <p>Explore the composition of numbers to 10.</p> <p>Compare numbers.</p> <p>Estimate and count.</p>	<p>Automatically recall number bonds to 10.</p> <p>Understand the concept of addition.</p> <p>Add 2 single digits to find the total.</p> <p>Understand the concept of subtraction.</p> <p>Subtract 2 single digits to find the total.</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognize quantities without counting) up to 5.</p> <p>Automatically recall number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>

Maths Numerical patterns				
Nursery (2-3)	Nursery (3-4)	Reception Autumn	Reception Spring	Reception Summer
<p>Notice patterns.</p> <p>Arrange things in patterns.</p> <p>Complete inset puzzles.</p>	<p>Extend and create ABAB patterns.</p> <p>Notice and correct and error in a repeating pattern.</p> <p>Begin to describe a sequence of events.</p> <p>Use informal language to describe patterns.</p> <p>Talk about patterns around them.</p>	<p>Continue, copy and create repeating patterns.</p> <p>Understand one more/one less than.</p>	<p>Extend and create complex patterns.</p> <p>Count beyond 10.</p>	<p>Verbally counting beyond 20, recognizing the pattern of the counting system.</p> <p>Verbally counting beyond 20, recognizing the pattern of the counting system.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

Physical Development Fine Motor				
Nursery (2-3)	Nursery (3-4)	Reception Autumn	Reception Spring	Reception Summer
<p>Start eating independently. Develop manipulation and control. Explore different materials and tools. Begin to show preference for a dominant hand. Shows control with pouring.</p>	<p>Use a range of tools to mark make and experiment. Fisted grip, palmers, static, tripod grip. Start to eat independently, using a knife and fork. Start to drink from a cup independently.</p>	<p>Develop the foundations for a handwriting style. Develop their small motor skills so they can use a range of tools and equipment.</p>	<p>Develop the foundations for handwriting which is fast and efficient. Develop small motor skills so they can use a range of tools and equipment.</p>	<p>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, paintbrushes, and cutlery. Begin to show accuracy and care when drawing.</p>

Physical Development Gross Motor				
Nursery (2-3)	Nursery (3-4)	Reception Autumn	Reception Spring	Reception Summer
<p>Use large and small motor skills to pour drinks. Start eating independently and learning how to use a knife and fork. Show an increased desire in wanting to be independent. Begin to show an increased level of control in terms of movement. Runs safely on whole foot.</p>	<p>Develop control in balancing, riding a scooter and balance bike. Show control in rolling a ball to another person. Kick a ball. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large- muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Become more fluent in jumping, running, hopping, skipping and climbing, showing developing control and grace.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and co-ordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

Personal, social, emotional developmental Self-Regulation				
Nursery (2-3)	Nursery (3-4)	Reception Autumn	Reception Spring	Reception Summer
<p>Safely explore emotions beyond their normal range through play.</p> <p>Talk about their feelings in a more elaborate way.</p>	<p>Begin to understand how others might be feeling.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Select and use activities and resources, with help when needed. This helps to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspective of others.</p>	<p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>

Personal, social, emotional developmental Managing Self				
Nursery (2-3)	Nursery (3-4)	Reception Autumn	Reception Spring	Reception Summer
<p>Grow in independence.</p> <p>Learn to use the toilet with support.</p> <p>Begin to show impulse control.</p> <p>Increasingly be able to talk about their feelings.</p>	<p>Become more outgoing with unfamiliar people.</p> <p>Show more confidence in social situations.</p> <p>Increasingly be able to follow repeated rules.</p> <p>Do not always need an adult to remind them of a rule.</p> <p>Start to use the toilet independently.</p>	<p>See themselves as a valuable individual.</p> <p>Show reliance in the face of challenges.</p>	<p>Manage their own needs.</p>	<p><b>Be</b> confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>

Personal, social, emotional developmental  
Building relationships

Nursery (2-3)	Nursery (3-4)	Reception Autumn	Reception Spring	Reception Summer
<p>Develop friendships with other children. Notice and ask questions about differences. Build relationship with key practitioner.</p>	<p>Develop a sense of responsibility. Play with one or more other children. Help to find solutions to conflicts.</p>	<p>Build constructive and respectful relationships. Identify similarities and differences between self and peers.</p>	<p>Can identify own strengths as well as others.</p>	<p>Work, play and take turns with others. Form positive attachments to adults and peers. Show sensitivity to others.</p>

Understanding the World Past and Present				
Nursery (2-3)	Nursery (3-4)	Reception Autumn	Reception Spring	Reception Summer
Begin to make sense of their own life story.	Begin to make sense of their own life story and family history.	Talk about members of their own immediate family. Name and describe people who are familiar to them.	Comment on pictures of familiar situations from the past. Compare and contrast characters from stories, including figures from the past.	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.

Understanding the World People, Culture and Communities				
Nursery (2-3)	Nursery (3-4)	Reception Autumn	Reception Spring	Reception Summer
Make connections between their own family and others. Notice some differences between people.	Show interest in different jobs. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and be able to speak about differences.	Understand that some places are special to members of their community. Recognise that people have different beliefs.	Recognise similarities and differences between their country and the country of others.	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 their country, drawing on their experiences and what has been read in class. differences between different religious and cultural communities in their 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 maps.
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Understanding the World The World				
Nursery (2-3)	Nursery (3-4)	Reception Autumn	Reception Spring	Reception Summer
Explore natural materials. Explore materials with different properties. Explore and respond to different natural phenomenon.	Use senses while exploring natural materials. Talk about what they see. Plant seeds and care for the plants. Explore and talk about different forces they can see. Begin to respect the environment and different living things. Explore how things work. Understand the key features of a life cycle. Talk about the differences between materials.	Independently explore the natural world around them. Describe what they see, hear and feel outside. Understanding of seasons.	Draw information from a map. Recognise different environments.	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 had been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.