

EYFS Progression of Skills - Nursery

'The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes *teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.*'

This document maps out the progression of skills from Autumn 1 to Summer 2 for each area of learning, prime and specific. It is closely linked to the Nursery Curriculum Map which identifies termly themes and topics with suggested activities throughout the year.

Teachers in Nursery will use this document to plan and teach through topics and free flow provision. Topic squares are also written to provide staff and families an overview of the topic for each half term.

While the objectives for Nursery children have been progressively outlined across the year, it's essential to recognise that, in line with the EYFS curriculum, these objectives are taught in an integrated way throughout the entire year. At all times we build on children's prior knowledge and experiences. This approach is flexible, driven by the children's interests and often includes unplanned, child-initiated learning. Each half term, we revisit and expand upon the previous term's objectives across all areas of learning, promoting steady, ambitious progression. This aligns with our goal of nurturing confident, fluent, articulate, and independent learners.

Communication and Language

3 – 4 Year Olds Communication and Language:

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and	Sing a large repertoire of	Enjoy listening to	Understand a question	Use talk to organise	Develop their	Be able to express a
Language	songs.	longer stories and can remember much of	or instruction that has two parts, such as "Get	themselves and their play: "Let's go on a	communication but may continue to have	point of view and to debate when they
	Know many rhymes, be able to talk about familiar books.	what happens. Use a wider range of vocabulary.	your coat and wait at the door".	' '	problems with irregular tenses and plurals, such as 'runned' for 'ran',	disagree with an adult or a friend, using words as well as actions.

	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Use longer sentences of four to six words. Pay attention to more than one thing at a time, which can be difficult. Start a conversation with an adult or frience and continue it for many turns.	'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
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Personal, Social and Emotional Development

3 – 4 Year Olds Personal, Social and Emotional Development:

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- 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.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development	Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community.	Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.	Play with one or more other children, extending and elaborating play ideas. Understand gradually how others might be feeling.	Develop appropriate ways of being assertive. Talk with others to solve conflicts.	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

and drying the hands thoroug			
Make healthy about food, dr activity and toothbrushing	ink,		

Physical Development

3 – 4 Year Olds Physical Development:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- 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.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly 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.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical	Use large-muscle	Continue to develop	Increasingly able to use	Go up steps and	Skip, hop, stand on one	Use a comfortable grip
Development	movements to wave flags	their movement,	and remember	stairs, or climb up	leg and hold a pose for	with good control
•	and streamers, paint and	balancing, riding	sequences and	apparatus, using	a game like musical	when holding pens
	make marks.	(scooters, trikes and	patterns of	alternate feet.	statues.	and pencils.
		bikes) and ball skills.	movements which are			
			related to music and	Choose the right	Increasingly able to use	Show a preference for
		Use a comfortable grip	rhythm.	resources to carry out	and remember	a dominant hand.
		with good control		their own plan. For	sequences and	
		when holding pens	Start taking part in	example, choosing a	patterns of	Use one-handed tools
		and pencils.	some group activities	spade to enlarge a	movements which are	and equipment, for
			which they make up	small hole they dug	related to music and	example, making snips
		Show a preference for	for themselves, or in	with a trowel.	rhythm.	in paper with scissors.
		a dominant hand.	teams.			
				Collaborate with	Start taking part in	
		Be increasingly	Match their	others to manage large	some group activities	
		independent as they	developing physical	items, such as moving a	which they make up	
		get dressed and	skills to tasks and	long plank safely,	for themselves, or in	
		undressed, for	activities in the	carrying large hollow	teams.	
		example, putting	setting. For	blocks.	6	
			example, they decide		Continue to	
			whether to		develop their	

coats on and doing up zips.	crawl, walk or run across a plank, depending on its	movement, balancing, riding (scooters, trikes and bikes) and ball skills.	
	Use one-handed tools and equipment, for example, making snips in paper with scissors.		

Literacy

3 – 4 Year Olds Literacy:

- Understand the five key concepts about print:
- print has meaning
- the names of the different parts of a book
- print can have different purposes
- page sequencing
- we read English text from left to right and from top to bottom
- Develop their phonological awareness, so that they can:
- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Understand the five key	Understand the five	Understand the five	Use some of their print	Understand the five	Write some or all of their
	concepts about print:	key concepts about	key concepts about	and letter knowledge	key concepts about	name.
	- print has meaning	print:	print:	in their early writing.	print:	
		- the names of	- we read English text	For example: writing a	- print can have	Write some letters
		different parts of a	from left to right and	pretend shopping list	different purposes	accurately.
		book	from top to bottom.	that starts at the top of		
		- page sequencing		the page; writing 'm'	Develop their	
			Engage in extended	for mummy.	phonological awareness,	
			conversations about		so that they can:	
			stories, learning new	Develop their	- count or clap	
			vocabulary.	phonological awareness,	syllables in a word	
				so that they can:	- recognise words with	
			Write some or all of their	- spot and suggest	the same initial sound,	
			name.	rhymes	such as money and	
					mother	
			Write some letters			
			accurately.		Write some or all of their	
					name.	

		Write some letters	
		accurately.	

Mathematics

3 – 4 Year Olds Mathematics:

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- 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 numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- 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'.
- Understand position through words alone for example, "The bag is under the table," with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- 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.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Mathematics also taught through WRM Nursery units, see curriculum map document for unit names

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics	Talk about and explore	Say one number for	Develop fast	Experiment with	Solve real world	Solve real world
	2D and 3D shapes (for	each item in order:	recognition of up to 3	their own symbols	mathematical problems	mathematical problems
	example, circles,	1,2,3,4,5.	objects, without having	and marks as well as	with numbers up to 5.	with numbers up to 5.
	rectangles, triangles and		to count them	numerals.		
	cuboids) using informal	Recite numbers	individually		Discuss routes and	Talk about and
	and mathematical	past 5.	('subitising').	Compare quantities	locations, using words	explore 2D and 3D
	language: 'sides',			using language: 'more	like 'in front of' and	shapes (for example,
	'corners'; 'straight', 'flat',	Show 'finger numbers'	Know that the last	than', 'fewer than'.	'behind'.	circles, rectangles,
	'round'.	up to 5.	number reached when			triangles and cuboids)
	Talk about and identifies the patterns		counting a small set of objects tells you how many there are in total	Combine shapes to make new ones – an arch, a bigger triangle etc.	Describe a familiar route.	using informal and mathematical

around them. For	('cardinal principle').		language: 'sides',
example: stripes on		Talk about and	'corners'; 'straight',
clothes, designs on rugs	Link numerals and	identifies the patterns	'flat', 'round'.
and wallpaper. Use	amounts: for example,	around them. For	
informal language like	showing the right	example: stripes on	
'pointy', 'spotty',	number of objects to	clothes, designs on rugs	
'blobs' etc.	match the numeral, up	and wallpaper. Use	
	to 5.	informal language like	
Select shapes		'pointy',	
appropriately: flat	Understand position	'spotty', 'blobs' etc.	
surfaces for building, a	through words alone –		
triangular prism for a	for		
roof etc.	example, "The bag is		
	under the table," –		
Extend and create ABAB	with no pointing.		
patterns – stick, leaf, stick,			
leaf.	Make comparisons		
	between objects		
	relating to size,		
	length, weight and		
	capacity.		

Understanding the World

3 – 4 Year Olds Understanding the World:

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.

Area

- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.

Autumn 1

Explore collections of

materials with similar

and/or different properties.

Talk about the differences between materials and changes they notice.

• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Autumn 2

Understanding the	Begin to make sense of	Talk about what they	Begin to understand	Plant seeds and care for growing plants.	Explore how things work.
World	their own life-story and family's history.	see, using a wide vocabulary.	the need to respect and care for the natural environment and all	Understand the key features of the life cycle of a plant and an animal.	Explore and talk about the forces
	Use all their senses in hands-on exploration of natural materials.	Show interest in different occupations.	living things. Know that there are		they can feel.

different countries in the world and talk

about the differences

they have experienced

or seen in photos.

Spring 1

Spring 2

Summer 1

Summer 2

Expressive Arts and Design

3-4 Year Olds Expressive Arts and Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- 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.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire 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.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts &	Take part in simple	Explore different	Create closed shapes	Begin to develop	Sing the melodic shape	Use drawing to
Design	pretend play, using an	materials freely, to	with continuous	complex stories using	(moving melody, such as	represent ideas like
	object to represent	develop their ideas about	lines, and begin to	small world equipment	up and down, down and	movement or loud
	something else even	how to use them and	use these shapes to	like animal sets, dolls	up) of familiar songs.	noises.
	though they are not	what to make.	represent objects.	and dolls houses etc.		
	similar.				Play instruments with	Show different
		Develop their own ideas	Draw with increasing	Make imaginative and	increasing control to	emotions in their
	Remember and sing	and then decide which	complexity and detail,	complex 'small worlds'	express their feelings	drawings and
	entire songs.	materials to use to express	such as representing a	with blocks and	and ideas.	paintings, like
		them.	face with a circle and	construction kits, such		happiness, sadness,
	Sing the pitch of a tone		including details.	as a city with different	Create their own	fear etc.
	sung by another person	Join different		buildings and a park.	songs or improvise a	
	('pitch match').	materials and	Respond to what		song around one they	
		explore different	they have heard,		know.	
		textures.	expressing their			

	Explore colour and	thoughts and		
	colour-mixing.	feelings.		