

Beechwood Primary School

EYFS Progression of Skills – Physical Development

GROSS MOTOR SKILLS

Birth to Five Matters ranges

Yellow objectives are ongoing focuses throughout the whole year – any children who need additional support with these will receive targeted intervention

Range 2 (12-18 months) Belly crawling moves into crawling up on hands and knees • Becomes adept at changing position from crawling to sitting in order to stop, pick up, handle and investigate objects • Sits unsupported on the floor, leaving hands free to manipulate objects with both hands • Pulls to standing from crawling, holding on to furniture or person for support • Walks around furniture lifting one foot and stepping sideways (cruising) • Starts walking independently on firm surfaces and later on uneven surfaces • Starts to throw and release objects overarm. • Pushes, pulls, lifts and carries objects, moving them around and placing with intent • Climbs inside, underneath, into corners and between objects	Range 3 (18-24 months) Develops security in walking upright using feet alternately and can also run short distances • Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time • Changes position from standing to squatting and sitting with little effort • Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions • Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand. • Shows interest, dances and sings to music rhymes and songs, imitating movements of others • Can walk considerable distance with purpose, stopping, starting and changing direction • Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other • When holding crayons, chalks etc, makes connections between their movement and the marks they make • Uses gesture and body language to convey needs and interests and to support emerging verbal language use	Range 4 (24-36 months) • Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands • Sits comfortably on a chair with both feet on the ground • Runs safely on whole foot • Moves in response to music, or rhythms played on instruments such as drums or shakers • Jumps up into the air with both feet leaving the floor and can jump forward a small distance • Begins to walk, run and climb on different levels and surfaces • Begins to understand and choose different ways of moving • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Climbs up and down stairs by placing both feet on each step while holding a handrail for support • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride	Range 5 (36-48 months) • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object	Range 6 (48-60 months) Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it
Statutory ELG: Gross Motor Skills Children at the expected level of development will:				

- 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.

Nursery

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Climbs up and down stairs by placing both feet on each step while holding a handrail for support (4) Staff modelling how to use handrails in the outdoor area for support and foot placement when using steps (2 feet on each step). Trips to main building to use steps at the front of the office. Hoop work – 2 feet in each hoop Flat planks of wood – stepping on, over and balancing.	Jumps up into the air with both feet leaving the floor and can jump forward a small distance (4) When gathering children on to the carpet for circle time encourage children to do some gross motor movements – both feet on the floor, knees bent, small jumps, bigger jumps. Jump how many numbers you've rolled. Jumping games - Mr Wolf, Hoops, Hokey Cokey, Farmer's in his den	Begins to understand and choose different ways of moving (4) Animal moves (noticing and responding to movement) Crawling through tunnels, crawling to the beanbag, fabric tunnels, crawling under parachute. Follow path – use tape, hoop, chalk – children decide if they are going to walk, jump, crawl along the path. Moving to music- children decide how to move in response to music.	Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise (5) Create balance bridges, plank or low beam for children to walk across. Staff to identify children who need support with stairs (targeted intervention) PE (careful stepping)- bench work, ladders, stepping in hoops Movement area- A frame set up for climbing. Staff modelling how to get up and down the A frame carefully Outdoor area and Magic Garden - climbing frame and trim trail. Walks down steps or slopes whilst carrying a small object, maintaining balance and stability (5) Staff to assess who needs support with this area.	Can balance on one foot or in a squat momentarily, shifting body weight to improve stability (5) Encourage children to balance for short periods of time and building up length of time – balance spots. Teaching children to focus on specific point to look at to improve and maintain balance. For children who are struggling – give something to hold on to for balance to practise skill of balancing on one leg. Animal balances – flamingo (one leg), frog (squat).	Can grasp and release with two hands to throw and catch a large ball, beanbag or an object (5) Anticipation games involving catching Target games- move towards smaller targets and objects to throw Move towards irregular objects when throwing that move and drop differently- rugby balls, teddy bears, foam javelins Can balance on one foot or in a squat momentarily, shifting body weight to improve stability (5) Adult modelling of the skill Incorporating games and group times into provision sessions (indoor and outdoor) Build into games (parachute) Squat and collect – place objects on the floor and have children squat to pick them up- avoid sitting.
Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands Development of core strength – at the beginning of circle times they spend 5 minutes laying on the floor on their backs (heads toward the middle of the circle) and do some leg lifts, roll to their tummy being careful to not roll into their peers. Roll on tummy with head toward	Moves in response to music, or rhythms played on instruments such as drums or shakers (4) Settle down tune Using favourite music to move in different ways. Musical statues game – play an instrument and freeze when the children stop playing	Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles (5) Traffic light game – controlling speed and direction. Follow the leader – leader runs around cones and obstacles and children follow.			

middle of circle, use arms to prop chest up to reveal what the toy hiding under their tummy.			Providing small things for children to carry- easily handheld and something that can be dropped		
Begins to understand and choose different ways of moving (4) Crawling under parachutes, Lycra, through tunnels. Crawling as part of movement play provision. Animal moves (noticing and responding to movement) Follow path – use tape, hoop, chalk – children decide if they are going to walk, jump, crawl along the path.	Begins to walk, run and climb on different levels and surfaces (4) Movement area activities – teaching children how to use each resource – wobble cushions, beams, stepping stones. Small obstacle course Magic garden - different terrain, slopes, trim trail		Staff to act as a physical barrier to support children Creating small slopes using PE equipment to encourage balancing Movement area- going up and down slide on A frame		
	Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it (Range 4) Circle time ball skills – rolling in different ways, throwing, bouncing. (use of large hall) Bubbles and balloons Ball games outdoors.				

Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise (5) Staff to identify children who need support with stairs- lunch to be used as observation time PE (careful stepping)- bench work, ladders, stepping in hoops Movement area- A frame set up for climbing. Staff modelling how to get up and down the A frame carefully.	Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise (5) Looking for children who are able to move up and down stairs confidently using the rail Opportunities for walking up longer flights of stairs with increasing independence Walks down steps or slopes whilst carrying a small object, maintaining balance and stability (5) Staff to assess who needs support with this area. Providing small things for children to carry- easily handheld and something that can be dropped Staff to act as a physical barrier to support children Creating small slopes using PE equipment to encourage balancing Movement area- going up and down slide on A frame	Walks down steps or slopes whilst carrying a small object, maintaining balance and stability (5) Looking for increasing confidence and independence carrying a range of items as they move up and down stairs Children to be encouraged to add slopes when building their own obstacle course- staff to model discussion around challenge and risk	Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance (6) Children to have access to resources they can use to jump off. Using staking crates to build staircases to climb and jump Can land on two feet after jumping from an object. Target jumping games PE- benches and jumping tabletops- progression in heights Travels with confidence and skill around, under, over and through balancing and climbing equipment (6) Trim trail in Magic garden and outdoor area. Creating obstacle courses Creating crawl spaces for children to go through- tunnels and parachutes. Tunnels that can be used by crawling on hands and knees and on tummy.	Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping (6) PE animal games to encourage a range of different movements. Encourage movement at a range of speeds Large obstacle courses- Use benches, cones, tunnels and mats. Children crawl through, roll over mats, balance, jump off low equipment and run to the finish, choosing how they move between obstacles. Follow the leader games to encourage different movements Use of trim trail in outdoor area and magic garden Adult focus on hopping and balancing skills- progression into being able to move in a space and navigate obstacles whilst maintaining balance. Experiments with different ways of moving, testing out	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it (6) Throwing and catching with smaller balls. Target games- throwing, kicking and moving a ball into a specific target. Catching a ball when it is not stationary e.g., bounce the ball and then catch it.
Sits up from lying down, stands up from sitting and squats with	Sits up from lying down, stands up from sitting and squats with	Travels with confidence and skill around, under, over and			

steadiness to rest or play with object on the ground, and rises to feet without using hands (5) Development of core strength for extended periods of time laying on the floor on their backs (heads toward the middle of the circle) and do some leg lifts, roll to their tummy being careful to not roll into their peers. Roll on tummy with head toward middle of circle, use arms to prop chest up to reveal what the toy hiding under their tummy. Introduce body mapping- recognising bodies in the space (careful movement- trying to avoid touching others when opening arms etc). Crossing over the centre line. Commando crawling. Pulling self across benches Opposite arms and legs	steadiness to rest or play with object on the ground, and rises to feet without using hands (5) Core strength- sitting and standing without using hands Body mapping and balancing- multitasking activities (can you stand on one leg and touch your head) Look at leg positioning e.g., lunges and straddles Alternating sides to touch different parts of the body Passing items from one hand to another- progress to passing round a circle, passing from one hand to another then to the next person	through balancing and climbing equipment (6) Trim trail in magic garden and outdoor area. Creating obstacle courses Creating crawl spaces for children to go through Through spaces in a range of sizes and heights- teaching children to evaluate what is needed to get through a space and can assess some risk Explicit teaching of understanding and explaining risk and danger- children starting to self-evaluate	Adult focus on prepositional vocabulary in the movement area using pickler frame. Children are able to move towards more independent risk assessment of a range of obstacles. Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping (6) PE animal games to encourage a range of different movements. Encourage movement at a range of speeds Large obstacle courses- Use benches, cones, tunnels and mats. Children crawl through, roll over mats, balance, jump off low equipment and run to the finish, choosing how they move between obstacles. Follow the leader games to encourage different movements Use of trim trail in outdoor area and magic garden	ideas and adapting movements to reduce risk (6) Use of trim trail in outdoor area and magic garden. Encourage children to talk about risk before they move and talk about what they are going to do to keep safe. Allow children to plan and create their own obstacle courses. Can they plan out how they will move before they do it? How will they stay safe? How can they make it more challenging?	
Can balance on one foot or in a squat momentarily, shifting body weight to improve stability (5) Adult modelling of the skill Incorporating games and group times into provision sessions (indoor and outdoor) Build into games (parachute)		Can grasp and release with two hands to throw and catch a large ball, beanbag or an object (5) Anticipation games involving catching Target games- move towards smaller targets and objects to throw Move towards irregular objects when throwing that move and drop differently- rugby balls, teddy bears, foam javelins			

Can grasp and release with two hands to throw and catch a large ball, beanbag or an object (5) Bubble catching and balloon catching to ensure children feel comfortable around throwing and catching Balloon partner/group games in PE Begin with large foam balls for throwing and catching	Can grasp and release with two hands to throw and catch a large ball, beanbag or an object (5) Continue using bubbles, balloons and large foam balls to build up confidence with throwing and catching PE- target games (building up to beanbags, smaller balls etc). Children running to the targets				
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5-minute group time at the start of an outdoor session (PE/Indoor) with a physical development focus specific to the current target (every child to be targeted throughout the week)

EYFS Progression of Skills – Physical Development
FINE MOTOR SKILLS
Birth to Five Matters ranges
Yellow objectives are ongoing focuses throughout the whole year – any children who need additional support with these will receive targeted intervention

Range 2 (12-18 months) - Picks up objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them - Enjoys finger and toe rhymes and games. - Points with first finger, sharing attention with adult. - Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint - Manipulates objects using hands singly and together, such as squeezing water out of a sponge	Range 3 (18-24 months) - Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions - Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand. - When holding crayons, chalks etc, makes connections between their movement and the marks they make	Range 4 (24-36 months) - May be beginning to show preference for dominant hand and/or leg/foot - Turns pages in a book, sometimes several at once - Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools - Holds mark-making tools with thumb and all fingers	Range 5 (36-48 months) Creates lines and circles pivoting from the shoulder and elbow Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons	Range 6 (48-60 months) Uses simple tools to effect changes to materials - Handles tools, objects, construction and malleable materials safely and with increasing control and intention - Shows a preference for a dominant hand - Begins to use anticlockwise movement and retrace vertical lines - Begins to form recognisable letters independently - Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed
Statutory ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing - use 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.				

Nursery

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wiggle me into squiggle movements Dough disco Kinetic Letters – Foundation Book	Wiggle me into squiggle movements Dough disco Kinetic Letters – Foundation Book	Squiggle whilst you wiggle movements Dough disco Kinetic Letters – Foundation Book	Squiggle whilst you wiggle movements Dough disco Kinetic Letters – Foundation Book	Squiggle me into numbers Dough disco Draw a person Kinetic Letters – Foundation Book	Squiggle me into numbers Dough disco Draw a person Kinetic Letters – Foundation Book
Turns pages in a book, sometimes several at once (4)	Shows increasing control in holding, using and manipulating a range of tools and objects such as	Manipulates a range of tools and equipment in one hand, tools include paintbrushes,	Manipulates a range of tools and equipment in one hand, tools include paintbrushes,	Manipulates a range of tools and equipment in one hand, tools include paintbrushes,	Manipulates a range of tools and equipment in one hand, tools include paintbrushes,

Having a range of resources available in different areas of provision (indoor and outdoor)- modelled by an adult	tambourines, jugs, hammers, and mark making tools (4)	scissors, hairbrushes, toothbrush, scarves or ribbons	scissors, hairbrushes, toothbrush, scarves or ribbons	scissors, hairbrushes, toothbrush, scarves or ribbons	scissors, hairbrushes, toothbrush, scarves or ribbons
Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools (4)	Squeeze bottles and bath toys to make bubbles.	Thread medium beads / pasta pieces onto a sturdy tipped lace.	Thread 'holey' cereal / sweets onto pipe cleaners / straws.	Recognising names – finding name label with picture to start with.	Try lacing cards / boards -large scale weaving boards.
Squeeze bottles and bath toys to make bubbles.	Puts on own coat.	Practises picking up small items with thumb, index and middle finger - (transient art)	Begins using tweezers to pick up small items such as pom poms.	Building name with magnetic letters. Copies letters Copies numbers	Practice snipping, using foam sheets at first, to practice holding paper and snipping one handed Progress to thicker paper e.g. sugar paper for easier handling You could draw straight lines on the foam to introduce the idea of going forward, if ready
Puts on own coat.	Can complete inset puzzles and puzzles large interlocking pieces.	Pieces Duplo together and pulls them apart.	Screws lid on a bottle.	Can fasten a zip and poppers – range of these in provision/focus for group time Uses a spray bottle to spray water	Making jumbo links (clips)
Can complete inset puzzles and puzzles large interlocking pieces.	Having a range of resources available in different areas of provision (indoor and outdoor)- modelled by an adult	Posts pasta/buttons, coins, peas into as bottles/box	Handles tools, objects, construction and malleable materials safely and with increasing control and intention (range 6)	Pieces smaller pieces of Lego together.	Begins to use anticlockwise movement and retrace vertical lines (6) Copy complex lines – spirals, waves.
Provide chunkier mark making tools that are easier to hold – crayons, chunky chalks and felt tip pens.	Tearing/screwing paper	Practise opening and closing blades on playdough, in the sand or shaving foam, progressing to more firm materials like modelling clay Holds scissors, often with both hands, learning to open and close the blades Encourage 'thumbs up' position	Practise opening and closing blades on playdough, in the sand or shaving foam, progressing to more firm materials like modelling clay Holds scissors, often with both hands, learning to open and close the blades Encourage 'thumbs up' position	Starts snipping paper (not moving forward with the scissors but making small snips)	Begins to form recognisable letters independently (6) Beginning to write names/initial letter of name – explicit teaching of the correct letter formation using RWI rhymes.
Large pieces of paper/ large scale drawing opportunities – encourage movement using whole arm.	Dough disco	Creates lines and circles pivoting from the shoulder and elbow (5) Explicit teaching of circles and dots – small and large scale. Imitate circular strokes.	Can build and take apart Mobilo.	Make a tower of multilink cubes – tower of 10 and pulling them apart.	
	Movement area- introduce scarves and ribbons as a key resource	Drawing lying on their back – tape paper to bottom of tables.	Can build and take apart stickle bricks.	Practice snipping, using foam sheets at first, to practice holding paper and snipping one handed Progress to thicker paper e.g. sugar paper for easier handling You could draw straight lines on the foam to introduce the idea of going forward, if ready	
	Modelling skills such as putting on coats, shoes and socks		Creates lines and circles pivoting from the shoulder and elbow (5) Copies straight lines – vertical, horizontal and diagonal lines.	Begins to use anticlockwise movement and retrace vertical lines (6) Copy curved and changing lines - zig zags, waves and crosses.	
	Drawing /painting vertically – walls, easels.				

Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Squiggle me into a writer Dough disco	Squiggle me into a writer Dough disco	Squiggle whilst you wiggle, squiggle me into a writer and dough disco used as a specific intervention for identified children			
We use the Kinetic Letters Handwriting programme in reception – see Reception long term plans.					
Creates lines and circles pivoting from the shoulder and elbow (5) Activities based around taking your pencil for a walk Looking at correct pencil grip Opportunities for large scale mark making both inside and outside Mark making laid on tummy-core strength development Explicitly teaching how to sit at a table and chair for writing at the start of each writing session	Creates lines and circles pivoting from the shoulder and elbow (5) Copies a circle/cross/square/triangles Writes a range of known letters and numbers- focusing on correct starting point (following RWI handwriting rhymes) Paint vertically on easels or outdoor walls. Draw whilst laying on back by sticking paper under a table- focus on arm extension Explicitly teaching how to sit at a table and chair for writing at the start of each writing session. Model correct pencil grip within writing session	Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbon (5) Cuts in a straight line with increased accuracy. Is starting to cut across curved lines and different shapes. Threads small beads onto lace. Treads cut up straws onto a lace. Lacing and threading boards Can build tall towers using small bricks Begins to form recognisable letters independently (6) Writes a range of known letters and numbers with increased accuracy- focus on sizing and position on a page.	Begins to form recognisable letters independently (6) Writes a range of known letters and numbers with increased accuracy- focus on sizing and position on a page. Is able to sit some letters on a line. Writes own name with increased accuracy. Progression on to recognising surname and writng first initial Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed (6) Can pick up small items with 3 pronged/ tri-grip tweezers. Can post items using tweezers. Encourage children to use pincer grip during everyday activities e.g., threading and transient art. Using the thumb, index and middle finger to hold the pencil	Handles tools, objects, construction and malleable materials safely and with increasing control and intention (6) Scissor skills- Stop/start, turn, point, corner, pointed, cross. Cuts square shapes. Begins to cut more complex shapes. Able to use tools to manipulate dough/clay to add detail. Uses more complex materials including fabric, card, foil, plastic in models Able to join with more complex fastenings such as elastic bands, treasury tags, pipe cleaners, paper clips Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed (6) Using the thumb, index and middle finger to hold the pencil	Handles tools, objects, construction and malleable materials safely and with increasing control and intention (6) Scissor skills- Stop/start, turn, point, corner, pointed, cross. Cuts square shapes. Begins to cut more complex shapes. Able to use tools to manipulate dough/clay to add detail. Uses more complex materials including fabric, card, foil, plastic in models Able to join with more complex fastenings such as elastic bands, treasury tags, pipe cleaners, paper clips Can piece together larger puzzles with small pieces. Fastens buttons and can tie a knot Uses a pencil and holds it effectively to form recognisable

provision (indoor and outdoor)- modelled by an adult Movement area- introduce scarves and ribbons as a key resource Activities that target specific skills (cutting, sticking, painting) e.g., making cards that every child has a go at Modelling skills such as putting on coats, shoes and socks. Can dress and undress with support. Can put on own coat. Practice activities to promote crossing the mid-line of the body e.g. passing a ball from left to right, or filling up a pot on the left with the toys placed on the right Can piece together Duplo and take models apart. Uses a spray bottle to aim at a target.	toothbrush, scarves or ribbon (5) Snips paper moving forward using other hand to help hold and guide the paper Holds tweezers between fingers and thumb to pick up small objects Having a range of resources available in different areas of provision (indoor and outdoor)- modelled by an adult Movement area- introduce scarves and ribbons as a key resource Activities that target specific skills (cutting, sticking, painting) e.g., making cards that every child has a go at Modelling skills such as putting on coats, shoes and socks. Threads large beads onto sticks/doweling Lacing and threading boards Can dress and undress with support. Can start to fasten a zip and poppers Can build with lego and pull apart one brick at a time	Writes own name with increased accuracy Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed (6) Can pick up small items with 3 pronged/ tri-grip tweezers. Can post items using tweezers. Encourage children to use pincer grip during everyday activities e.g., threading and transient art. Explicitly teaching how to sit at a table and chair for writing at the start of each writing session. Model correct pencil grip with writing session Writes a range of known letters and numbers- focusing on correct starting point (following RWI handwriting rhymes)	in a stable position- dynamic pencil grasp Continue to build strength in fingers by using clothes pegs and tweezers with accuracy to move and pick up and post objects Explicitly teaching how to sit at a table and chair for writing at the start of each writing session. Model correct pencil grip with writing session Writes a range of known letters and numbers- focusing on correct starting point (following RWI handwriting rhymes) Handles tools, objects, construction and malleable materials safely and with increasing control and intention (6) Can dress and undress independently. Can fasten own zip and poppers Colours within the lines Can cut circular and curved shapes. Can begin to cut across more complex lines. Can piece together puzzles with small pieces. Can build more complex structures using small bricks	in a stable position- dynamic pencil grasp Continue to build strength in fingers by using clothes pegs and tweezers with accuracy to move and pick up and post objects Explicitly teaching how to sit at a table and chair for writing at the start of each writing session. Model correct pencil grip with writing session Writes a range of known letters and numbers- focusing on correct starting point (following RWI handwriting rhymes). Can sit letters on a line.	letters, most of which are correctly formed (6) Using the thumb, index and middle finger to hold the pencil in a stable position- dynamic pencil grasp Continue to build strength in fingers by using clothes pegs and tweezers with accuracy to move and pick up and post objects Explicitly teaching how to sit at a table and chair for writing at the start of each writing session. Model correct pencil grip with writing session Writes a range of known letters and numbers- focusing on correct starting point (following RWI handwriting rhymes). Can sit letters on a line. Awareness of letter families and how these will sit within the lines
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EYFS Progression of Skills – Communication & Language				
Attention & Listening				
Birth to Five Matters ranges				
Yellow objectives are ongoing focuses throughout the whole year – any children who need additional support with these will receive targeted intervention				
		Range 4 • Listens with interest to the noises adults make when they read stories • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door • Shows interest in play with sounds, songs and rhymes • Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus	Range 5 Listens to others in one-to-one or small groups, when conversation interests them • Listens to familiar stories with increasing attention and recall • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Focusing attention – can still listen or do, but can change their own focus of attention • Is able to follow directions (if not intently focused)	
Statutory ELG:				

Autumn 1	Autumn 2	Spring 1			
• Listens with interest to the noises adults make when they read stories - recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door	Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus • Shows interest in play with sounds, songs and rhymes Listens to others in one-to-one or small groups, when conversation interests them	Listens to others in one-to-one or small groups, when conversation interests them • Listens to familiar stories with increasing attention and recall • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories			

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EYFS Progression of Skills – Communication & Language				
Speaking				
Birth to Five Matters ranges				
Yellow objectives are ongoing focuses throughout the whole year – any children who need additional support with these will receive targeted intervention				
		Range 4 • Uses language to share feelings, experiences and thoughts • Holds a conversation, jumping from topic to topic • Learns new words very rapidly and is able to use them in communicating • Uses a variety of questions (e.g. what, where, who) • Uses longer sentences (e.g. Mummy gonna work) • Beginning to use word endings (e.g. going, cats)	Range 5 Beginning to use more complex sentences to link thoughts (e.g. using and, because) • Able to use language in recalling past experiences • Can retell a simple past event in correct order (e.g. went down slide, hurt finger) • Uses talk to explain what is happening and anticipate what might happen next • Questions why things happen and gives explanations. Asks e.g. who, what, when, how • Beginning to use a range of tenses (e.g. play, playing, will play, played) • Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture • Uses intonation, rhythm and phrasing to make the meaning clear to others • Talks more extensively about things that are of particular importance to them • Builds up vocabulary that reflects the breadth of their experiences • Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle	

Autumn 1	Autumn 2	Spring 1			
Uses language to share feelings, experiences and thoughts Holds a conversation, jumping from topic to topic	Learns new words very rapidly and is able to use them in communicating • Uses a variety of questions (e.g. what, where, who) - Uses longer sentences (e.g. Mummy gonna work) • Beginning to use word endings (e.g. going, cats)	Beginning to use more complex sentences to link thoughts (e.g. using and, because) • Able to use language in recalling past experiences • Can retell a simple past event in correct order (e.g. went down slide, hurt finger)			

EYFS Progression of Skills – Communication & Language

Understanding

Birth to Five Matters ranges

Yellow objectives are ongoing focuses throughout the whole year – any children who need additional support with these will receive targeted intervention

		Range 4 • Identifies action words by following simple instructions, e.g. Show me jumping • Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet • Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?) • Developing understanding of simple concepts (e.g. fast/slow, good/bad)	Range 5 Understands use of objects (e.g. Which one do we cut with?) • Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture • Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box • Beginning to understand why and how questions	
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Autumn 1	Autumn 2	Spring 1			
Developing understanding of simple concepts (e.g. fast/slow, good/bad)	Identifies action words by following simple instructions, e.g. Show me jumping • Beginning to understand more complex sentences, e.g. Put	Understands use of objects (e.g. Which one do we cut with?) • Shows understanding of prepositions such as under, on top, behind by carrying out an			

	your toys away and then sit on the carpet • Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?)	action or selecting correct picture • Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box			
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EYFS Progression of Skills – Mathematics					
Number & Numerical Patterns					
Birth to Five Matters ranges					
Yellow objectives are ongoing focuses throughout the whole year – any children who need additional support with these will receive targeted intervention					
		Range 4 Comparison • Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' Counting • Begins to say numbers in order, some of which are in the right order (ordinality) Cardinality (How many?) • In everyday situations, takes or gives two or three objects from a group • Beginning to notice numerals (number symbols) • Beginning to count on their fingers. Spatial Awareness • Moves their bodies and toys around objects and explores fitting into spaces • Begins to remember their way around familiar environments • Responds to some spatial and positional language • Explores how things look from different viewpoints including things that are near or far away Shape	Range 5		

		• Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions Pattern • Joins in and anticipates repeated sound and action patterns • Is interested in what happens next using the pattern of everyday routines Measures • Explores differences in size, length, weight and capacity • Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time		
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Autumn 1	Autumn 2				
Begins to say numbers in order, some of which are in the right order (ordinality) Cardinality (How many?) • Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'	• In everyday situations, takes or gives two or three objects from a group • Beginning to notice numerals (number symbols) • Beginning to count on their fingers. Responds to some spatial and positional language Beginning to anticipate times of the day such as mealtimes or home time Chooses puzzle pieces and tries to fit them in Joins in and anticipates repeated				

	sound and action patterns				
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EYFS Progression of Skills – Understanding the World				
People & Communities, the world, technology				
Birth to Five Matters ranges				
Yellow objectives are ongoing focuses throughout the whole year – any children who need additional support with these will receive targeted intervention				
		Range 4 People & Communities • Has a sense of own immediate family and relations and pets • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird • Beginning to have their own friends • Learns that they have similarities and differences that connect them to, and distinguish them from, others The world Notices detailed features of objects in their environment • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake Technology	Range 5 People & Communities • Shows interest in the lives of people who are familiar to them • Enjoys joining in with family customs and routines • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends • Shows interest in different occupations and ways of life indoors and outdoors • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family The world • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world	

		Seeks to acquire basic skills in turning on and operating some digital equipment • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car • Plays with water to investigate “low technology” such as washing and cleaning • Uses pipes, funnels and other tools to carry/ transport water from one place to another	• Talks about why things happen and how things work • Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment • Begin to understand the effect their behaviour can have on the environment Technology Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support • Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images • Knows that information can be retrieved from digital devices and the internet • Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet	
Has a sense of own immediate family and relations and pets • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird • Beginning to have their own friends • Learns that they have similarities and differences that connect them to, and distinguish them from, others				

Autumn 1	Autumn 2				
• Has a sense of own immediate family and relations and pets • In pretend play, imitates everyday actions and events	Notices detailed features of objects in their environment				

from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird • Beginning to have their own friends • Learns that they have similarities and differences that connect them to, and distinguish them from, others Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake	• Can talk about some of the things they have observed such as plants, animals, natural and found objects Seeks to acquire basic skills in turning on and operating some digital equipment • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car				
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EYFS Progression of Skills – EAD				
Creating with Materials, being imaginative and expressive				
Birth to Five Matters ranges				
Yellow objectives are ongoing focuses throughout the whole year – any children who need additional support with these will receive targeted intervention				
		Range 4 Creating with materials Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects	Range 5 Creating with materials • Explores and learns how sounds and movements can be changed Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns • Enjoys joining in with moving, dancing and ring • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • Taps out simple repeated rhythms	

		• Enjoys and responds to playing with colour in a variety of ways, for example combining colours • Uses 3D and 2D structures to explore materials and/or to express ideas Being imaginative and expressive • Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations • Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music • Creates rhythmic sounds and movements	• Develops an understanding of how to create and use sounds intentionally • Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose Being imaginative and expressive • Uses movement and sounds to express experiences, expertise, ideas and feelings • Experiments and creates movement in response to music, stories and ideas • Sings to self and makes up simple songs • Creates sounds, movements, drawings to accompany stories • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously • Engages in imaginative play based on own ideas or first-hand or peer experiences. • Uses available resources to create props or creates imaginary ones to support play • Plays alongside other children who are engaged in the same theme		
Autumn 1	Autumn 2				

Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow Enjoys and responds to playing with colour in a variety of ways, for example combining colours Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music	Uses 3D and 2D structures to explore materials and/or to express ideas Creates rhythmic sounds and movements • Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations	Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects	Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations		
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EYFS Progression of Skills – PSED					
Creating with Materials, being imaginative and expressive					
Birth to Five Matters ranges					
Yellow objectives are ongoing focuses throughout the whole year – any children who need additional support with these will receive targeted intervention					
		Range 4 Builds relationships with special people but may show anxiety in the presence of strangers • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it	Range 5 • Seeks out companionship with adults and other children, sharing experiences and play ideas • Uses their experiences of adult behaviours to guide their social relationships and interactions • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it		

		• Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest Knows their own name, their preferences and interests and is becoming aware of their unique abilities • Is developing an understanding of and interest in differences of gender, ethnicity and ability • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions • Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves • Is gradually learning that actions have consequences but not always the consequences the child hopes for	• Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play • Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers • Is sensitive to others' messages of appreciation or criticism • Enjoys a sense of belonging through being involved in daily tasks • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help • Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and	
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		Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling • Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated • Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions • Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset • Responds to the feelings of others, showing concern and offering comfort • May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows	anxiety, guilt and self-doubt • May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares • Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants • Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions	
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Autumn 1	Autumn 2				
• Shows some understanding that other people have	Experiments with their own and other people's				

perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it Builds relationships with special people but may show anxiety in the presence of strangers • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult • Shows • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest Knows their own name, their preferences and interests and is becoming aware of their unique abilities	views of who they are through their play, through trying out different behaviours, and the way they talk about themselves • Is gradually learning that actions have consequences but not always the consequences the child hopes for • Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions • May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions				
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EYFS Progression of Skills – Literacy

Reading,

Birth to Five Matters ranges

Yellow objectives are ongoing focuses throughout the whole year – any children who need additional support with these will receive targeted intervention

		Range 4 Has some favourite stories, rhymes, songs, poems or jingles • Repeats and uses actions, words or phrases from familiar stories • Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a • Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes Distinguishes between the different marks they make • Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.	Range 5 • Listens to and joins in with stories and poems, when reading one-to-one and in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in stories and suggests how the story might end • Shows interest in illustrations and words in print and digital books and words in the environment • Recognises familiar words and signs such as own name, advertising logos and screen icons • Looks at and enjoys print and digital books independently Knows that print carries meaning and, in English, is read from left to right and top to bottom • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) • Handles books and touch screen technology carefully and the correct way up with growing competence • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps • Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during	
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			sound play - Hears and says the initial sound in words Makes up stories, play scenarios, and drawings in response to experiences, such as outings • Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • Includes mark making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words	
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Autumn 1	Autumn 2				
Has some favourite stories, rhymes, songs, poems	• Repeats and uses actions, words or phrases from				

or jingles	familiar stories • Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes Distinguishes between the different marks they make • Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.				
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