



EYFS Progression of Skills Reception

‘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 used alongside the long term planning that highlights the topics, texts and knowledge that children will be taught throughout the year. We use this document to support children to move forward with their learning and make progress towards their Early Learning Goals. Knowledge organisers are also shared with children and parents half termly to enable parents to reinforce new vocabulary at home.

Communication and Language

Listening, Attention and Understanding ELG

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking ELG

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention and Understanding	<p>To understand how to listen carefully and why it is important..</p> <p>To be able to follow directions and instructions.</p>	<p>To engage with story times, joining in with repeated phrases and actions.</p> <p>To respond to instructions with more than one step.</p>	<p>To understand a range of complex sentences.</p> <p>To begin to understand how and why questions.</p>	<p>To retell a story.</p> <p>To talk about stories they have listened to and read.</p> <p>To follow a story without pictures or prompts.</p>	<p>To understand questions such as who, what, when, where, why and how.</p> <p>To make comments and ask questions to clarify understanding.</p>	<p>To engage in conversations with teachers and peers responding back and forth.</p> <p>To maintain attention and actively participate.</p>
Speaking	<p>To talk in front of a small group.</p> <p>To talk to the adults in the classroom.</p> <p>To join in with familiar songs and rhymes.</p>	<p>To verbally express emotions using vocabulary taught.</p> <p>To answer questions in front of the class.</p> <p>To learn new songs and perform them with actions.</p>	<p>To learn and use a range of new vocabulary linked to topics and texts.</p> <p>To talk in sentences using a conjunction such as 'and' and 'because'.</p>	<p>To use new vocabulary in a range of contexts.</p> <p>To use talk to clarify ideas, feelings and events.</p>	<p>To use past, present and future tense correctly.</p> <p>To take part in whole class discussions.</p>	<p>To make predictions and explain thoughts using a range of vocabulary.</p> <p>To express thoughts and ideas using full sentences in past, present and future tense.</p>

Personal, Social and Emotional Development

Self-Regulation ELG

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self ELG

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships ELG

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self Regulation	<p>To follow one- part instructions.</p> <p>To recognise and talk about emotions.</p> <p>To focus during whole class carpet time.</p>	<p>To express how they are feeling.</p> <p>To keep trying when something is difficult.</p> <p>To change behaviour appropriately when needed.</p>	<p>To maintain attention for longer whole class carpet times.</p> <p>To understand others emotions.</p> <p>To follow instructions involving more than one step.</p>	<p>To begin to consider the needs of others.</p> <p>To manage emotions using language and zones of regulation resources available.</p>	<p>To control emotions using a range of taught techniques.</p> <p>To take turns during games.</p> <p>To understand that not every child gets a turn.</p>	<p>To maintain attention for extended periods of time during whole-class sessions and in independent activities.</p> <p>To follow 3 part instructions.</p>
Managing Self	<p>To use the toilet and wash hands independently.</p> <p>To show awareness of the classroom rules.</p>	<p>To develop the ability to follow the classroom rules.</p> <p>To independently dress and undress for swimming.</p>	<p>To independently put on coat.</p> <p>To persevere with new challenges.</p> <p>To understand why teeth brushing is important.</p>	<p>To continue to dress and undress for swimming with more independence.</p> <p>To understand healthy food choices.</p>	<p>To independently dress including having a go at buttons and zips with minimal support.</p>	<p>To have a positive can- do attitude to learning.</p> <p>To manage all basic hygiene independently.</p>

Building Relationships	<p>To build confidence in the new environment.</p> <p>To seek comfort from the adults in the classroom.</p> <p>To play one child engaged in the same activity.</p>	<p>To build relationships with adults in the class and safely communicate wants and needs.</p> <p>To begin to form friendships with other children in the class.</p>	<p>To show friendly behaviour towards peers in the classroom.</p> <p>To take turns during small group work.</p>	<p>To recognise how others are feeling and respond appropriately.</p> <p>To listen and make attempts to resolve conflict with peers.</p> <p>To regularly play with friends.</p>	<p>To play in a group taking turns and sharing resources without regular prompts.</p> <p>To communicate with others around school.</p>	<p>To show sensitivity to the needs of others.</p> <p>To have strong and positive friendships.</p> <p>To work and play cooperatively with others.</p>
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Physical Development

Gross Motor Skills ELG

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills ELG

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor	<p>To move safely and stop safely within a given space.</p> <p>To build water confidence in the pool.</p>	<p>To revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p>To develop confidence, precision and accuracy using a ball including batting, passing, aiming, kicking.</p> <p>To confidently go into the pool.</p>	<p>To confidently and safely use a range of apparatus and equipment with independence.</p> <p>To demonstrate good balance and agility, moving body into various shapes.</p>	<p>To develop confidence, precision and accuracy using a ball including batting, passing, aiming and kicking.</p>	<p>To take part in races and aiming challenges competitively.</p> <p>To work in a team. To take part in athletic activities with precision and confidence.</p>
Fine Motor	<p>To use scissors to cut straight lines.</p> <p>To begin to use a tripod grip using mark- making tools.</p> <p>To use a dominant hand.</p> <p>To pinch fingers together for threading beads, pinching pegs, dough.</p>	<p>To use scissors to cut straight and zig zag lines.</p> <p>To show good control using a pencil to make marks.</p> <p>To hold a knife and fork correctly and have a go at cutting up food.</p>	<p>To consistently use a tripod grip for mark making.</p> <p>To use scissors with control to cut a range of shapes from paper.</p> <p>To write letters using the correct formation- (Use Little Wandle formation rhymes)</p>	<p>To use a range of tools correctly.</p> <p>To thread small beads.</p> <p>To sit at a table with good posture for writing.</p> <p>To control the sizing of the letters and take care with letter formation.</p>	<p>To control letter sizing and try to keep letters on the line.</p> <p>To use scissors safely and confidently to cut a range of materials.</p> <p>To use fine brushes and tools for detailed controlled marks.</p>	<p>To create detailed drawings and art work using a range of tools.</p> <p>To use scissors accurately.</p> <p>To use a pencil with a tripod grip to form letters correctly with care.</p> <p>To use a knife and fork independently.</p>

Literacy

ELG Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

ELG Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	<p>To use pictures to tell stories.</p> <p>To listen to stories read and engage in story time.</p> <p>To independently look at a book, holding it the correct way and turning pages carefully.</p>	<p>To sequence familiar stories.</p> <p>To join in with repeated phrases and actions in stories.</p> <p>To begin to answer questions about stories read to them.</p> <p>To enjoy an increasing range of books, which may include fiction, nonfiction, poems and rhyme.</p>	<p>To role play and act out stories they have heard.</p> <p>To begin to understand the sequence of a story, identifying the beginning, middle and end.</p> <p>To retell a story using pictures/ actions.</p>	<p>To begin to predict what might happen next in a story.</p> <p>To suggest what might happen at the end of a story.</p> <p>To identify and talk about the characters in books they are enjoying listening to or reading.</p>	<p>To begin to answer questions about what they have read.</p> <p>To use vocabulary that is influenced by their experience of books.</p>	<p>To answer questions about what they have read.</p> <p>To know information can be retrieved from books.</p> <p>To use a book to find the answer to a given question</p>

<p>Word Reading</p>	<p>To hear and say initial sounds for words.</p> <p>To say the sound for some phase 2 graphemes.</p> <p>To orally segment and blend to read a CVC word.</p>	<p>To match the phase 2 sound to the grapheme (GPC).</p> <p>To segment and blend sounds together to read words using the phase 2 graphemes taught.</p> <p>To begin to read captions and sentences.</p> <p>To read some phase 2 high frequency words by sight.</p>	<p>To recognise taught phase 3 digraphs in words.</p> <p>To begin to segment and blend to read words containing digraphs.</p> <p>To read captions and sentences containing tricky words taught.</p> <p>To learn strategies for decoding longer, multisyllabic words.</p>	<p>To read simple sentences containing phase 2 and 3 tricky words and digraphs.</p>	<p>To begin to read phase 4 words ending or beginning with a consonant cluster.</p> <p>To continue to read words containing phase 3 digraphs.</p>	<p>To gain confidence with reading multi-syllabic words.</p> <p>To continue to practice reading phase 4 words in guided reading practice.</p> <p>To confidently know several tricky words by sight.</p>
<p>Writing</p>	<p>To give meanings to marks made.</p> <p>To write some initial sounds using correct letter formation.</p> <p>To copy letters with the correct formation.</p> <p>To write own name.</p>	<p>To form some taught lowercase letters correctly using Little Wandle rhymes to support.</p> <p>To write labels using taught sounds and begin to write simple captions.</p>	<p>To form lower case letters correctly, from the correct starting point.</p> <p>To begin to write sentences using finger spaces.</p> <p>To spell words using taught sounds.</p> <p>To spell some commonly used tricky words correctly. (is, a, the)</p>	<p>To begin to form capital letters correctly.</p> <p>To understand that sentences start with a capital letter and end with a full stop.</p> <p>To write sentences using finger spaces and full stops.</p> <p>To spell commonly used tricky words correctly. (I, He, She, They)</p>	<p>To form the majority of lower and capital letters correctly.</p> <p>To begin to write longer words which are spelt phonetically.</p> <p>To begin to use a capital letter at the start of a sentence.</p> <p>To begin to read their written work back and check for meaning.</p>	<p>To form lower and capital letters correctly.</p> <p>To write sentences using a capital letter, finger spaces and a full stop.</p> <p>To begin to read their written work back and check for meaning.</p>

Mathematics

ELG Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some numberbonds to 10, including double facts.

ELG Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Shape, Space and Measure – there are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number	<p>To recognise numbers 1-5.</p> <p>To begin to subitise to 5.</p> <p>To find one more of numbers to 5.</p> <p>To find one less of numbers to 5.</p> <p>To explore the composition of numbers to 5.</p> <p>To match the written numeral to a quantity to 5.</p> <p>To know addition facts to make 5.</p>		<p>To recognise numbers 6-10.</p> <p>To begin to subitise to 10.</p> <p>To find one more of numbers to 10.</p> <p>To find one less of numbers to 10.</p> <p>To explore the composition of numbers to 10.</p> <p>To match the written numeral to a quantity to 10.</p> <p>To continue to recall addition facts that make 5 and identify the subtraction facts.</p> <p>To estimate a number of objects.</p> <p>To practice pairs of numbers that make 10.</p>		<p>To recognise numbers to 20.</p> <p>To revise pairs of numbers which equal 5.</p> <p>To continue to practice recalling pairs of numbers that make 10.</p>	<p>To know addition and subtraction facts to 10.</p> <p>To recall double facts to 10.</p> <p>To explore how to make numbers above ten using tens and ones.</p>

Numerical Patterns	<p>To identify which group of objects has more.</p> <p>To identify which group of objects has less.</p> <p>To compare quantities up to 5.</p> <p>To compare equal and unequal groups.</p> <p>To count backward from 5 to 0 and then 10 to 0.</p> <p>To order numbers to 5.</p>	<p>To count to 15.</p> <p>To count given objects up to 10.</p> <p>To order numbers to 10.</p> <p>To compare quantities to 10.</p> <p>To find the missing number from a number line to 10.</p>	<p>To understand the difference between odd and even numbers to 10.</p> <p>To combine two groups of objects by counting all of them together.</p> <p>To take objects away and count how many are left.</p>	<p>To add two given quantities to find the total.</p> <p>To subtract a one digit from another one digit number.</p> <p>To count to 20.</p> <p>To order numbers to 20.</p> <p>To double numbers up to 10.</p>	<p>To know that 1, 3, 5, 7, 9 are odd numbers.</p> <p>To know that 2, 4, 6, 8 and 10 are even numbers.</p> <p>To find half of numbers up to 10.</p> <p>To share quantities equally.</p> <p>To combine groups of 2, 5 and 10s</p>
Shape Space and Measure	<p>To sort objects against given criteria.</p> <p>To compare capacity, length, height and size.</p> <p>To complete a repeating pattern of 2 objects or colours.</p> <p>To recognise and name circle, square, rectangle and triangle.</p> <p>To begin to explore the properties of 2D shapes.</p> <p>To make shape pictures.</p> <p>To order days of the week.</p> <p>To sequence daily event using words related time.</p>		<p>To measure height using cubes.</p> <p>To measure length using cubes.</p> <p>To begin to recognise times on the clock to o'clock.</p> <p>To begin to name 3D shapes: cube, sphere, cuboid, pyramid, cylinder.</p> <p>To begin to explore the properties of 3D shapes.</p> <p>To complete a repeating pattern with more than 2 variables of objects or colours.</p>		

Understanding of the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Technology – There are no early learning goals that directly relate to computing objectives, It is still expected that children will be introduced to appropriate technology and use it within their provision

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past and Present	<p>To be able to identify how they have changed from when they were a baby.</p> <p>To talk about memories they have of the people around them. (Here topic)</p>	<p>To know some similarities and differences between thing in the past and now, drawing on experiences and what has been read in class.</p>	<p>To know about the past through settings, characters and events encountered in books read in class and storytelling. (Transport in the Past to Present)</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.</p> <p>To know about the past through settings, characters and events encountered in books read in class and storytelling. (Growing and changing)</p>		<p>To talk about the lives of other people and the roles that they play in society. (Local Superheroes)</p> <p>To understand similarities and differences between past and present.</p>

People, Culture and Communities	<p>To be able to talk about their own lives – my family, my school, my world.</p> <p>To recognise similarities and differences between themselves and their peers</p> <p>To know the name of the town they live in.</p>	<p>To identify different celebrations and how people celebrate.</p> <p>To know how Catholics celebrate Christmas and to take part in celebrations.</p> <p>To talk about celebrations in their own lives.</p>	<p>To talk about Chinese New Year.</p>	<p>To prepare to celebrate Easter and understand the reason Catholic's celebrate Easter.</p>	<p>To explain similarities and differences between life in this country and life in other countries. (All creatures great and small topic- Africa)</p>	<p>To compare the emergency services in our country with other countries.</p> <p>To use non-fiction and fiction texts read to them to find out about the culture and occupations of people around the world. (To the Rescue topic)</p>
The Natural World	<p>To talk about a simple map and draw information from it.</p> <p>To describe what they can see, hear, smell and feel when they are outside.</p> <p>To know features of their own immediate environment.</p> <p>To identify and recognise the features of Autumn</p>	<p>To talk about the weather changes and notice changing features in the outdoor school environment.</p>	<p>To identify and recognise the features of Winter.</p> <p>To explore floating and sinking and explain why some things float and others don't. (On the Go- Boat making)</p>	<p>To identify and recognise the features of Spring.</p> <p>To explore how plants grow in the spring and take part in gardening activities.</p> <p>To learn about a lifecycle and talk about the process.</p>	<p>To identify animals and compare their habitats.</p> <p>To talk about the features of a variety of habitats. (ocean, rainforest, desert)</p>	<p>To identify and recognise the features of Summer.</p> <p>To know what plants need and consistently take care of the outdoor area.</p> <p>To make observations on plants and animals.</p>

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with Materials	<p>To name colours.</p> <p>To create simple representations of people and objects.</p> <p>To explore different techniques for joining materials.</p> <p>To draw and colour with pencils and crayons.</p> <p>To experiment with colour mixing.</p> <p>To use colours for a particular purpose.</p> <p>To use a range of cooking techniques.</p>		<p>To experiment with different mark making tools such as art pencils, pastels, chalk.</p> <p>To explore a range of materials.</p> <p>To continue to explore joining techniques for a range of materials.</p> <p>To use collage materials and different textures to create puppets.</p> <p>To learn how to safely use tools for woodwork.</p>		<p>To use materials to explore sculpture.</p> <p>To explore the work of famous artists and learn new techniques.</p> <p>To be able to identify texture, shape and colour.</p> <p>To experiment with printing techniques.</p> <p>To share creations, talk about process and evaluate their work.</p> <p>To adapt work where necessary.</p> <p>To design and make models with a purpose</p>	

**Being Imaginative and
Expressive**

To experiment with different instruments
and their sounds.

To talk about whether they like/dislike a
piece of music.

To create musical patterns using body
percussion.

To use costumes, songs and resources to
act out the Nativity.

To create musical patterns using un-tuned
instruments.

To learn new songs and rhymes and perform
them.

To use props, puppets and costumes to tell
stories.

To act out well known stories.

To move in time to music and learn dance
routines.

R.E

There is no ELG directly linked to RE as part of the statutory curriculum, however at St Georges we aim for children to have acquired;

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	<p>To know God created the world for us to live in.</p> <p>To learn and remember the morning, lunch time and end of day prayer.</p> <p>To know how to make the sign of the cross before and after prayer.</p> <p>To know that prayer is a special time that brings us closer to God.</p> <p>To know who our local priest is.</p> <p>To act out and perform the Nativity story.</p> <p>To understand how Catholics celebrate advent.</p>		<p>To know that Jesus welcomes and cares for everyone.</p> <p>To understand that Jesus wants us to share and give to others.</p> <p>To retell stories from the bible in their own words.</p> <p>To share personal reflections on stories from the bible.</p> <p>To begin to ask and answer questions about the bible and the church.</p> <p>To know why we celebrate Lent and understand the meaning of Shrove Tuesday.</p> <p>To celebrate Easter and begin to understand the Easter story.</p>		<p>To link the study of religion to personal reflections. (How would you feel if...?)</p> <p>To continue to ask and answer questions about the Catholic faith.</p> <p>To know that the Catholic church is a special place for the community.</p> <p>To show a good understanding of the stories (scripture) shared and confidently retell stories in their own words.</p>	

Links to Year 1

When children are able to master all skills on the EYFS progression document, practitioners can use this guidance to move children on and challenge them further.

PSED

- To identify good and not so good feelings.
- To develop a wide vocabulary to express emotions.
- To use simple strategies to manage emotions.
- To recognise and celebrate strengths.
- To have a can-do attitude to new challenges.
- To label the human body.
- To know how to make a healthy food plate.

Communication and Language

- To maintain attention for longer periods of time.
- To articulate and justify answers.
- To ask relevant questions.
- To give well structured descriptions and explanations.
- To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Physical Development

- To develop ball skills for team games.
- To learn basic rules for team games.
- To master basic movements in gymnastics with confidence.
- To understand water safety.
- To use a float to swim on front and back.
- To sit at a table and hold a pencil correctly for writing.
- To form letters correctly, starting and ending in the right place.

Literacy

- To retell stories and recite poems with confidence.
- To ask and answer questions about stories they have listened to.
- To read books building fluency by re-reading them again and again.
- To justify answers to questions by using the text they have read or listened to.
- Compose sentences orally before writing them.
- To use conjunctions and adjectives to make sentences more interesting.
- To use punctuation correctly.
- To know the letters of the alphabet and how they link to phonemes taught.

Maths

- To read and write numerals to 20 and order them correctly.
- To solve calculations using pictorial and concrete resources.
- Count to and across 100.
- To understand tens and ones.
- To begin to count in 2s, 5s and 10s.
- To use number bond knowledge to help when solving calculations.
- Compare, describe and solve mathematical problems involving length, weight and capacity.

Understanding of the World

- To show an interest in learning about significant people and events from the past.
- Identify plants and animals and their habitats.
- To understand geographical similarities and differences between people and places.

Expressive Arts and Design

- To use a range of materials and techniques to design and create art.
- To learn about famous artists.
- To explore shape, colour, pattern, texture and form.
- To use their voices with expression and creativity to perform music.