

## Early Years Progression of Skills and Knowledge

### Cotherstone Primary School

	Reception
Personal, Social and Emotional Development	<ul style="list-style-type: none"><li>• Comes into school happily</li><li>• Awareness of adults within school</li><li>• Aware of daily routines</li><li>• Can organise themselves in the environment - class, lunchtime</li><li>• Will have a go at activities</li><li>• Shows preferences with activities and can say why</li><li>• Will tidy away items safely</li><li>• Will offer to help others</li><li>• Say please and thank you and respond to others in conversations</li><li>• Ask to go to the toilet when needed but can identify times to use the toilet during the day</li><li>• Will wait their turn and put hands up to talk</li><li>• Walk around schools in single file lines</li><li>• Play co-operatively and look after toys</li><li>• Can express feelings</li><li>• Find resolutions without conflict</li><li>• Is involved in imaginative play with changing roles</li><li>• Organising and cooperating with other children</li><li>• Shows awareness of others</li><li>• Can play a game in a small group of peers</li></ul> <p><b><u>ELG</u></b></p> <ul style="list-style-type: none"><li>✓ <i>Children are confident to try new activities and say why they like some activities more than others.</i></li><li>✓ <i>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</i></li><li>✓ <i>They say when they do or do not need help.</i></li></ul>

	<ul style="list-style-type: none"> <li>✓ <i>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</i></li> <li>✓ <i>They work as part of a group or class and understand and follow the rules.</i></li> <li>✓ <i>They adjust their behaviour to different situations and take changes of routine in their stride.</i></li> <li>✓ <i>Children play co-operatively, taking turns with others.</i></li> <li>✓ <i>They take account of one another's ideas about how to organise their activity.</i></li> <li>✓ <i>They show sensitivity to others needs and feelings and form positive relationships with adults and other children.</i></li> </ul>
<p>Communication and Language</p>	<ul style="list-style-type: none"> <li>• Take turns in much longer conversations</li> <li>• Use well-formed sentences that can be understood</li> <li>• Building their bank of words and asking meaning of new words and trying to use in context</li> <li>• Re-tell short stories in order</li> <li>• Using story language</li> <li>• Using most speech sounds and can be understood easily</li> <li>• Enjoy listening to stories and making up stories of their own</li> <li>• Ask relevant questions in response to what they have heard</li> <li>• Understand a longer list of instructions</li> <li>• Understand spoken instructions and can listen without stopping what they are doing</li> <li>• Understanding more complex language including prepositions, sequencing, time</li> <li>• Use talk to take on different roles during imaginative play</li> <li>• Use talk to work out problems and organise thinking</li> <li>• Using talk to develop good friendships</li> <li>• Understands humour</li> <li>• Understands past, present, and future</li> </ul> <p><b><u>ELG</u></b></p> <ul style="list-style-type: none"> <li>✓ <i>Children listen attentively in a range of situations.</i></li> <li>✓ <i>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions, or actions.</i></li> <li>✓ <i>They give their attention to what others say and respond appropriately, while engaged in another activity.</i></li> <li>✓ <i>Children follow instructions involving several ideas or actions.</i></li> </ul>

	<ul style="list-style-type: none"> <li>✓ <i>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</i></li> <li>✓ <i>Children express themselves effectively, showing awareness of listeners needs.</i></li> <li>✓ <i>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</i></li> <li>✓ <i>They develop their own narratives ad explanations by connecting ideas or events.</i></li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>• Holds pencil with an effective tripod grip and holds paper with other hands</li> <li>• Can get changed and unchanged with very little support</li> <li>• Can put coat on independently.</li> <li>• Uses a knife and fork competently/ Knows what food they like / dislike</li> <li>• Go to the toilet independently and can wipe themselves clean</li> <li>• Uses scissors competently to cut out shapes</li> <li>• Can walk on a narrow line/balance on the adventure trail</li> <li>• Can stand on one leg for 8-10 seconds</li> <li>• Can hop on either foot</li> <li>• Active and skilful in climbing, swinging, digging, sliding</li> <li>• Bends and touches toes with legs straight</li> <li>• Plays all variety of ball games - can kick, catch and throw a ball</li> <li>• Can copy a sequence of actions</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>✓ <i>Children show good control and co-ordination I large and small movements.</i></li> <li>✓ <i>They move confidently in a range of ways, safely negotiating space.</i></li> <li>✓ <i>They handle equipment and tools effectively, including pencils for writing.</i></li> <li>✓ <i>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</i></li> <li>✓ <i>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</i></li> </ul>
Mathematics -Number	<ul style="list-style-type: none"> <li>• Count forwards and backwards to 20 from any given numbers</li> <li>• Counting 1:1 correspondence to 10</li> <li>• Number sequences to 10 forwards and backwards</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognise numbers to 20</li> <li>• Order numbers to 20</li> <li>• One more or one less to 20</li> <li>• Write digits 0-9 accurately</li> <li>• Count forwards and backwards in 10s to 100</li> <li>• Count forwards and backwards in 2s to 20</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>✓ <i>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</i></li> <li>✓ <i>Use quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</i></li> <li>✓ <i>They solve problems, including doubling, halving and sharing.</i></li> </ul>
+Mathematics -Shape, Space and Measure	<ul style="list-style-type: none"> <li>• Solving a range of problems</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>✓ <i>Children use everyday language to talk about size, weight, capacity, position, distance, time, and money to compare quantities and objects and to solve problems.</i></li> <li>✓ <i>They recognise, create and describe patterns.</i></li> <li>✓ <i>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</i></li> </ul>
Literacy -Phonics	<ul style="list-style-type: none"> <li>• To learn a key set of phonic skills, including grapheme recognition, phoneme pronunciation, oral segmenting and blending and decoding, that can be transferred to reading and writing in familiar and unfamiliar contexts.</li> <li>• To learn set 1 and set 2 sounds of the Read Write Inc. synthetic phonics programme. Some children will go on to learn set 3, when ready.</li> <li>• To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</li> </ul> <p><i>Our outcome of phonics teaching at Cotherstone school in the Early Years will be that children will have a secure knowledge of phonics, enabling them to confidently decode words to read, and develop a love of reading.</i></p>
Literacy -Reading	<p><b>ELG</b></p> <ul style="list-style-type: none"> <li>✓ <i>Children read and understand simple sentences.</i></li> </ul>

	<ul style="list-style-type: none"> <li>✓ <i>They use phonic knowledge to decode regular words and read them aloud accurately.</i></li> <li>✓ <i>They also use some common irregular words.</i></li> <li>✓ <i>They demonstrate understanding when talking with others about what they have read.</i></li> </ul>
Literacy -Writing	<ul style="list-style-type: none"> <li>• Writes own name independently</li> <li>• Draw a person</li> <li>• Copy a picture from instructions</li> <li>• Can copy shapes - triangles, circles, squares</li> <li>• Make diagonal and line marks</li> <li>• Can colour in within the lines</li> <li>• Can write on a line</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>✓ <i>Children use their phonic knowledge to write words in ways which match their spoken sounds.</i></li> <li>✓ <i>They also write some irregular common words.</i></li> <li>✓ <i>They write simple sentences which can be read by themselves and others.</i></li> <li>✓ <i>Some words are spelt correctly, and others are phonetically plausible.</i></li> </ul>
Understanding the World	<ul style="list-style-type: none"> <li>• Use language associated with time - today, tomorrow, yesterday, week, month, year</li> <li>• Understand and speak about events in past, present, future.</li> <li>• Order a sequence of up to 5 events.</li> <li>• Discuss why some objects are old and new.</li> <li>• Make observations about objects, events and animals and answer questions.</li> <li>• Find out how things work by observations and experimentation</li> <li>• Understand that animals live in different habitats</li> <li>• Know names of different fruits and vegetables</li> <li>• Know parts of a plant (leaf, flower, stalk, root) and what is needed for a plant to grow (sun, water, soil,)</li> <li>• Understand ideas connected to light and dark - e.g., reflection, nocturnal animals etc</li> <li>• Know what happens within each season and how the weather changes</li> <li>• Know parts of the body and the senses</li> <li>• Use descriptive terms such as 'smooth', 'rough', 'boiling' and 'freezing', 'floating and sinking'</li> <li>• Know about similarities and differences in relation to places, objects, materials and living things</li> </ul>

	<ul style="list-style-type: none"> <li>• Know how to keep healthy - daily exercise, healthy diet, brushing teeth, enough sleep</li> <li>• Sort a variety of objects into groups - size, colour, texture, function</li> <li>• Understand the concept of the world and that different people live in different places</li> <li>• Identify similarities and differences in different environment</li> <li>• Develop understanding of locational knowledge - beach, city, river, country</li> <li>• To know where they live - first line of address, house number, town</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>✓ <i>Children talk about past and present events in their own lives and in the lives of family members.</i></li> <li>✓ <i>They know that other children do not always enjoy the same things and are sensitive to this.</i></li> <li>✓ <i>They know about similarities and differences between themselves and others, and among families, communities and traditions.</i></li> <li>✓ <i>They know about similarities and differences in relation to places, objects, materials and living things.</i></li> <li>✓ <i>They talk about the features of their own immediate environment and how environments might vary from one another.</i></li> <li>✓ <i>They make observations of animals and plants and explain why some things occur and talk about changes.</i></li> <li>✓ <i>Children recognise that a range of technology is used in places such as home and schools.</i></li> <li>✓ <i>They select and use technology for particular purposes.</i></li> </ul>
Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Use variety of art tools with greater accuracy</li> <li>• Produce recognisable drawings of people and objects</li> <li>• Draw with precision around the outline of shapes</li> <li>• Articulate what they are drawing to an adult</li> <li>• Develop language of colour (secondary colours) and mix colours to make new colours</li> <li>• Make marks using shape and pattern on a range of surfaces</li> <li>• Develop simple patterns by printing with objects using range of materials</li> <li>• Use paints and brushes to make a range of marks - dots, dabs, zig zags, wavy</li> <li>• Create a simple collage</li> <li>• Use scissors along straight and curved shape</li> <li>• Build and join 3D structures using a range of materials for a specific purpose</li> <li>• Experiments with colour, design, texture and function</li> </ul>

- Uses a wide range of tools with greater accuracy to shape, assemble and join materials - glue, tape, scissors, string, staples, clips, weaving
- Sort materials by colour and texture
- Follow rhymes and patterns using voice and instruments
- Uses a range of objects (real, pretend, abstract) to imitate play
- Act out a drama to an audience.
- Complete a simple program on a computer.
- Use a range of technological tools
- Use technological toys to move in various directions

**ELG**

- ✓ *Children sing songs, make music and dance, and experiment with ways of changing them.*
- ✓ *They safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.*
- ✓ *Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.*
- ✓ *They represent their own ideas, thoughts, and feelings through design and technology, art, music, dance, role play and stories.*