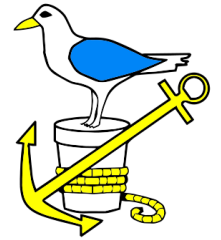


Pre-school skills progression

Early Years at Starcross Primary School

Birth to 3

3-4



*Skill progression to be inline with when the child joins pre-school

Communication and language runs through each area

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Revisit throughout the year	<ul style="list-style-type: none"> -Enjoy singing, music and toys that makes sounds -Listen and respond to simple instructions -Find it difficult to be directed by an adult -Use the speech sounds p, b, m, w -Pronounce l/r/w/y/f/th/s/sh/ch/dz/j multisyllabic words like banana 					
	<ul style="list-style-type: none"> -Share pictures books daily -Sing daily - Use 2 or 3 step instruction -Role/pretend play 					
	<p>Read and talk about familiar books</p> <ul style="list-style-type: none"> -Use a wider range of vocabulary -Sing a large repertoire of songs -Share pictures books daily -Explain new vocabulary -Model correct pronunciation 					
Communication and Language	<ul style="list-style-type: none"> -Watch someones face as they talk -Reach or point to something they want while making sounds -Understand single words in context – cup, milk, daddy -Use a child’s name to get their attention 	<ul style="list-style-type: none"> -Use single words during play -Understand frequently used words such as all, no and bye -Understand simple instruction like stop, give to mummy -Name familiar objects -Focus on feelings: cross/ tired - Staff to model ‘what’ questions and expand on phrases. 	<ul style="list-style-type: none"> -Use intonations, pitch and changing volume with ‘talking’ -Recognise and point to objects if asked about them - Identify familiar objects -Follow a 2 step instruction -Focus on: excited/ sick 	<ul style="list-style-type: none"> -Start to say how they are feeling using words as well as actions -Start to develop conversation -Follow a 2 step instruction -Ask simple ‘where’ questions -Know rhymes and songs -Add ideas to children’s phrases -Use the stop sign 	<ul style="list-style-type: none"> -Make themselves understood -Develop pretend play -Generally focus on an activity of their choice -Listen to other peoples talk with interest -Ask simple ‘where’ questions Can remember what has happened from a longer story 	<ul style="list-style-type: none"> -Listen to simple stories and understand what is happening with the help of pictures -Understand and act on longer sentences -Understand simple questions about who, what and where -Model ‘who’ question

	<ul style="list-style-type: none"> -Focus on feelings: happy/sad -Explain what is happening in a story – link to pictures -Listen to simple stories and nursery rhymes and songs -Talk about what is happening in the pictures -Using and modelling action words 	<ul style="list-style-type: none"> -Ask simple 'who' questions -Describe the properties of objects 	<ul style="list-style-type: none"> -Understand how to listen -Ask simple 'what' questions -Enjoy listening to longer stories -staff to model sentences using the joining word 'and' -model stop sign use 	<ul style="list-style-type: none"> -staff to model sentences using the joining word 'because' -Start a conversation with an adult or friend and continue for many turns 	<ul style="list-style-type: none"> -Understand simple questions about 'who', 'what', and 'where' -Ask open ended questions -staff to model sentences using the joining word 'or' -Use talk to organise their play -Begin to develop active listening -Understand a question or instruction that has two parts, such as: 'get your coat and wait at the door.' 	<ul style="list-style-type: none"> Understand why questions -Sing a large repertoire of songs -Can speak in sentences of 4-6 words -Can pay attention to more than one thing at a time -Using some past/future tense -Express own point of view
Revisit throughout the year	<ul style="list-style-type: none"> -Find ways to calm themselves, through being calmed and comforted by their key person (depend on when they start) -Express preferences and decisions – choosing a book, snack etc -Thrive as they develop self assurance – familiar with all adults -Sometimes this leads to a tantrum – how to support this -Wait for a turn -Be increasingly able to talk about and manage their emotions. -Develop friendships -Safely explore emotions beyond their normal range through play and stories -Choose own learning 					
PSED	<ul style="list-style-type: none"> -Find ways of managing transitions – establish routines (visual timetable) -Separates from parent/carer easily -Explore EYFS playground/decking/nature area. -Support the children to tidy up, showing where things go 	<ul style="list-style-type: none"> -Establish their sense of self - point to your eyes etc -Explore the school grounds – nature area, playground, library. -Get own water bottle -Find own coat/bag/boots -Engage in song./story on carpet 	<ul style="list-style-type: none"> -Grow in independence, rejecting help -Feel confident when taken out around exploring -Engage in play with 1 or more other child/ren -Recognise the same (example) 	<ul style="list-style-type: none"> -Engage with others through gestures, gaze and talk -Listen to other children -Takes turns -Talk about feelings using the word sad -Use the toilet/potty* 	<ul style="list-style-type: none"> -Play with increasing confidence on their own and with other children -Explore how other children may be feeling -Take turns with another child -Recognise the difference (example) -Talk about feelings using the word cross 	<ul style="list-style-type: none"> Feel strong enough to express a range of emotions Notice and ask questions about differences – skin, hair, eye colour, disability, religion etc Talk about feelings – I'm sad because or I love it when

	<ul style="list-style-type: none"> -Model the expectations in pre-school -Point to body parts -Choice for snack -Come to the carpet for song/story -Offer and name the fruits/vegetables the children have at snack time -Model washing hands – using soap and how to dry them 		<ul style="list-style-type: none"> -Show the children the toilet/potty -Talk about feelings using the word happy 			<ul style="list-style-type: none"> -Learn to use the toilet with help, then independently -Recognise the same/difference (example)
Revisit throughout the year	<ul style="list-style-type: none"> -Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking -Enjoy starting to kick, throw and catch balls -Sit on a push along wheeled toy, use a scooter or ride a tricycle -Explore different materials and tools – clay, finger paints, spoons, brushes, shells.. -Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress -Develop manipulation and control – tear, make marks and print on -Fine motor activities – pegs, tweezers, threading, playdough -Mark making 					
Physical Development Gross motor	<ul style="list-style-type: none"> -Crawl through a tunnel -Move freely in an open space -Clap hands -Go up and down steps holding the hand rail Develop movement: Balancing -Walk across a plank - Begin to develop ball skills – throwing -Use large-muscle movements: wave flags and streamers (up and down) -Model carrying large items 	<ul style="list-style-type: none"> -Fit themselves into spaces, like tunnels, dens and large boxes and move around in them - Clap hands to music -Run in an outside space -Begin to develop ball skills - throwing -Crawl across a plank -Copy sequences to music -Support carrying large items - Go up and down stairs one step at a time -Learn to use the toilet with help 	<ul style="list-style-type: none"> -Stamp feet -Climb -Jump off a small block - Go up and down stairs one step at a time -Puts on or takes off own coat Develop movement: Hopping Use large-muscle movements: paint different marks – circle and spirals -Run across a plank Begin to develop ball skills – catching 	<ul style="list-style-type: none"> -Stamp feet to music - Climb on the apparatus -Jump with confidence -Holds on to the rail to walk up and down stairs -Learn to use the toilet with help Use large-muscle movements: paint and mark making: wavy -Begin to develop ball skills - catching -Start taking part in group activities which they make up for themselves, or in teams - Increasingly be able to use and remember 	<ul style="list-style-type: none"> -Clap and stamp to music -Jump and land -Holds on to the rail to walk up and down stairs - alternate feet -Use large-muscle movements: paint and mark making: diagonal and zig and zag -Choose the right resources to carry out their own plan - Match their developing physical skills to tasks and activities in the setting -Stand on one leg -Begin to develop ball skills - kicking 	<ul style="list-style-type: none"> -Walk, run, jump and climb – and start to use stairs independently -Use large and small motor skills to do things independently , e.g. buttons, zips and pour drinks -Use large-muscle movements: paint and mark making: diagonal and zig and zag -Use the toilet independently - Continue to develop movement -Hold a pose

		- Develop movement: Skipping	-Copies patterns to music	sequences and patterns of movement		-Begin to develop ball skills – kicking -Takes part in group activities
Fine motor	-Eat independently using hands -Encourage child to pull own trousers/pants down when toileting/changing. -Start eating independently and learning how to scoop using a spoon.	-Start eating independently and learning how to stab food using a fork -Eat using a spoon/fork -Model zips/buttons -Encourage child to pull own trousers/pants down when toileting/changing -Plays with a selection of construction toys	-Start eating independently and learning how to use a knife and a fork. -Encourage children to dress and undress independently: put on own shoes/boots	-Show an increasing desire to be independent; such as wanting to feed themselves and dress or undress -Introduce knife and fork -Encourage children to zip up own coat		-Build independently -Use large and small motor skills to do things independently, e.g. buttons, zips and pour drinks
Revisit throughout the year	<ul style="list-style-type: none"> - Enjoy songs and rhymes, tuning in and paying attention -Join in with songs and rhymes, copying sounds, rhythms, tunes and temp -Sing songs and say rhymes independently, for example singing whilst playing -Enjoy sharing a book with an adult -Pay attention and respond to the pictures or words -Enjoy drawing freely -Repeat words and phrases from familiar stories -Narrate children's play -Songs and action rhymes daily 					
Literacy	-Model songs and rhymes -Makes marks -Talk about books -Show own peg -Share story sacks Say some of the words in songs and rhymes.	-Copy finger movements and other gestures -Have a favourite book -Comment on marks made (adult) -Show own peg -Interact with story sack Know that we read English text from left to	Sing songs and say rhymes independently, for example, singing whilst playing. -Talks about own marks -Discuss local logos in the environment -Links characters to story	-Add some marks to their drawings which they give meaning to -Introduce school logo -Engage in small world play around stories	-Make comments and shares their own ideas -Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo – pegs and drawers school logo -Self register – name with the school logo	-Ask questions about the book.- see c and l -Develop play around favourite stories using props -Make marks on their picture to stand for their name

		right and from top to bottom	-Self register - photo		count or clap syllables in a word	recognise words with the same initial sound, such as money and mother
Mark making progression	2-3 Vertical lines	3 years Horizontal lines	Circles Spirals	Wavy lines	Addition symbol	
Revisit throughout the year	<ul style="list-style-type: none"> -Develop counting like behaviour, such as sounds, pointing or saying some numbers in sequence -Count in everyday contexts, sometimes skipping numbers -Complete inset puzzle -Build with a range of resources – blocks, mega blocks, 					
Mathematics	<ul style="list-style-type: none"> -Listens to finger rhymes with numbers -Plays with blocks -Takes an object out -Explores loose objects -Model language big/little 	<ul style="list-style-type: none"> -Copies finger movements with numbers -Puts an object inside something -Places a block on top of another block -Takes more/lots -Notice 1 -Compare using big/little -Look at stripes (repeat, same) -Climb and squeeze themselves in different types of space (see PD) 	<ul style="list-style-type: none"> -Can show 1 finger -Put objects inside others and take them out again. -Combine objects like stacking blocks and cups. -Recognises more/lots -Notice 2 -Model language high/low -Look at spots (repeat, same) 	<ul style="list-style-type: none"> -Can show 2 fingers -Explore same -Notice 3 -Model language heavy/light -Compare using language high/low -Explore different patterns -Take part in finger rhymes with numbers. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. 	<ul style="list-style-type: none"> -Can show 3 fingers -Can find the same (more/lots/same/subitise) -Can say what they see -Model using language heavy/light -Model arranging a pattern-Notice patterns and arrange things in patterns 	<ul style="list-style-type: none"> -React to changes of amounts in a group of up to three items. -Compare amounts saying 'lot' 'more' 'same' -Compare size, weight etc, using language – big/little/ high/low tall heavy/light Notice and correct an error in a repeating pattern
Revisit throughout the year	<ul style="list-style-type: none"> Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families Notice differences between people 					

Understanding the World Past and present		Recognise own self	Show interest in different occupations		Make sense of own family history	
People culture and communities	-Read stories with families	-Look at pictures of families	-Discuss similarities between families	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	-Discuss differences with families	-Make connections between the features of their family and other families
The natural world	-Explore the EYs garden -Go out in the sun - Repeat actions that have an effect eg. Splashing in puddles	-Explore the field -Go out in the rain -Collect autumnal objects -Explore natural materials	-Splash in puddles - Explore the world around them on a trip and at school	-Look for signs of spring -Plant a seed - Use all 5 senses to explore the world around us.	-Look for minibeasts -Walk through the nature area -Take care of plants	- Understand the life cycle of a butterfly
RE celebrations	Diwali	Christmas	Chinese New Year	Easter	Birthdays	
Expressive arts and design	<ul style="list-style-type: none"> - Explore their voices and enjoy making sounds - Join in with songs and rhymes, making some sounds - Explore a range of sound makers and instruments and play them in different ways - Express ideas and feelings through making marks, and sometimes give a meaning to the marks - Explore different materials, using all of their senses to investigate them. Manipulate and play with different materials 					
Creating with materials	Make rhythmical and repetitive sounds	Explore colour and colour-mixing.	-Anticipates phrases and actions in rhymes and songs like peepo -Start to make marks intentionally	Explore paint, using fingers and parts of their bodies as well as brushes and other tools Draw with increasing complexity and detail, such as representing a face with a circle and including details	Responds emotionally and physically to music when it changes Make marks intentionally Use drawing to represent ideas like movement or loud noises	-Notice patterns with strong contrasts and be attracted by patterns resembling the human face – patterns, colours, tones and textures Make simple models which express their ideas Show different emotions in their drawings – happiness, sadness, fear etc.

<p>Being imaginative and expressive</p>	<p>Move and dance to music</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>	<p>Enjoy and take part in action songs</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p>	<p>Start to develop pretend play, pretending that one object represents another</p> <p>Remember and sing entire songs</p>	<p>-Start to develop pretend play, pretending that one object represents another</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>-Use their imagination as they consider what they can do with different materials</p> <p>Create their own songs, or improvise a song around one they know</p> <p>Play instruments with increasing control to express their feelings and ideas</p>
---	--------------------------------	---	--	---	---	--