



**ST MARY
QUEEN OF
MARTYRS**
VC ACADEMY

EYFS Progression of Skills

Intent

At St. Mary Queen of Martyrs, our EYFS curriculum is designed to provide a nurturing, inclusive, and ambitious foundation for every child. Rooted in the principles of the EYFS Framework, our intent is to foster a love of learning through a broad, balanced, and engaging curriculum that reflects our school values and community. We aim to develop confident, curious, and independent learners by building strong foundations in communication, language, personal development, and early literacy and numeracy. Our curriculum is carefully sequenced to ensure progression across all seven areas of learning, with a particular focus on developing the whole child and preparing them for success in Key Stage 1 and beyond.

Implementation

Our EYFS team, led by Miss Sarah Brunning, delivers the curriculum through a balance of adult-led and child-initiated learning experiences. Daily routines, continuous provision, and high-quality interactions are thoughtfully planned to meet the needs and interests of all learners. Practitioners use formative assessment to inform next steps and adapt provision responsively. The learning environment—both indoors and outdoors—is rich in language, inclusive, and stimulating, reflecting our four school values: Solidarity, Justice, Courage and Temperance. We work closely with families and external agencies to ensure that every child, including those with SEND or EAL, receives the support they need to thrive.

Impact

The impact of our EYFS provision is evident in the progress children make from their starting points and their readiness for Year 1. Children leave the EYFS as confident communicators, enthusiastic learners, and kind, respectful individuals. Regular assessment and tracking ensure that gaps are identified early and addressed effectively. Our children demonstrate strong foundations in phonics, early maths, and social-emotional development, and they are well-prepared for the next stage of their education.

EYFS Progression of Skills for each of the seven areas of the curriculum

1. Communication and Language

	FS1		FS2	
Term	Skills Progression	Examples	Skills Progression	Examples
Autumn	<ul style="list-style-type: none"> - Listens to simple stories and rhymes - Begins to follow simple instructions - Uses single words or short phrases 	<ul style="list-style-type: none"> - Responds to name during circle time - Follows 'coat on' or 'sit down' - Says 'more juice' or 'go outside' 	<ul style="list-style-type: none"> - Listens to others in small groups - Understands and responds to simple instructions - Begins to use talk to organise play 	<ul style="list-style-type: none"> - Listens during story time and responds to questions - Follows 'Put your coat on' or 'Line up' - Says 'Let's build a house' during block play
Spring	<ul style="list-style-type: none"> - Listens with increasing attention - Understands and responds to simple questions - Begins to use more complex sentences 	<ul style="list-style-type: none"> - Listens during story and answers 'What's that?' - Says 'I want the big ball' - Uses 'because' or 'and' in speech 	<ul style="list-style-type: none"> - Listens attentively in a range of situations - Responds to questions with relevant answers - Uses new vocabulary in context 	<ul style="list-style-type: none"> - Listens to a visitor or during a class discussion - Answers 'What do you think will happen next?' - Uses words like 'enormous' or 'delicious' when describing
Summer	<ul style="list-style-type: none"> - Listens and responds in conversations - Follows multi-step instructions - Uses talk to connect ideas 	<ul style="list-style-type: none"> - Joins in group discussion - Follows 'get your coat and line up' - Says 'We need blocks to build a tower' 	<ul style="list-style-type: none"> - Participates in conversations and discussions - Expresses ideas using full sentences - Uses language to reason and explain 	<ul style="list-style-type: none"> - Joins in a group discussion about a story - Says 'I think we should use the big box because it's stronger' - Explains 'We need to water the plants so they grow'

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2. Personal, Social and Emotional Development

	FS1		FS2	
Term	Skills Progression	Examples	Skills Progression	Examples
Autumn	<ul style="list-style-type: none"> - Begins to separate from main carer with support - Shows awareness of others - Expresses basic needs and feelings 	<ul style="list-style-type: none"> - Settles with comfort object - Watches others play - Says 'I'm hungry' or 'I'm sad' 	<ul style="list-style-type: none"> - Settles into new routines - Begins to form relationships - Expresses own feelings and begins to understand others' - Turn-taking and sharing 	<ul style="list-style-type: none"> - Joins the morning routine independently - Plays alongside a peer and shares toys - Says 'I'm sad because I miss mummy'
Spring	<ul style="list-style-type: none"> - Develops friendships and plays cooperatively - Begins to manage feelings with support - Shows confidence in new situations 	<ul style="list-style-type: none"> - Plays with a peer using same toys - Accepts turn-taking with adult help - Tries new activity like painting 	<ul style="list-style-type: none"> - Shows confidence in trying new activities - Develops friendships - Begins to understand and follow rules - Manages basic conflicts with support - Increasing independence in self-care 	<ul style="list-style-type: none"> - Tries a new climbing frame - Waits for a turn at the snack table - Says 'Let's take turns' with adult support
Summer	<ul style="list-style-type: none"> - Demonstrates independence in selecting activities - Understands and follows rules - Manages emotions and resolves conflicts with support 	<ul style="list-style-type: none"> - Chooses puzzle independently - Waits turn at snack table - Says 'Let's share' with adult support 	<ul style="list-style-type: none"> - Demonstrates resilience and independence - Works and plays cooperatively - Manages emotions in different contexts - Shows empathy and understanding of others' perspectives - Sustains attention and follows multi-step instructions. 	<ul style="list-style-type: none"> - Keeps trying when building a tricky model - Completes a puzzle with a friend - Uses a calm-down strategy like breathing or asking for help

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3. Physical Development

Term	FS1		FS2	
	Skills Progression	Examples	Skills Progression	Examples
Autumn	<ul style="list-style-type: none"> - Moves freely and with confidence - Begins to use tools like crayons and scissors - Starts to develop toileting independence 	<ul style="list-style-type: none"> - Runs and climbs in outdoor area - Scribbles with crayons - Uses toilet with help 	<ul style="list-style-type: none"> - Moves confidently in different ways - Begins to use tools with control - Practices self-care routines 	<ul style="list-style-type: none"> - Runs, jumps, and climbs in outdoor play - Uses scissors to snip paper - Washes hands before snack
Spring	<ul style="list-style-type: none"> - Shows increasing control in large movements - Uses a dominant hand - Begins to form recognisable letters 	<ul style="list-style-type: none"> - Balances on beam - Uses right hand for drawing - Writes first letter of name 	<ul style="list-style-type: none"> - Develops strength and coordination - Uses a dominant hand consistently - Begins to form recognisable letters 	<ul style="list-style-type: none"> - Balances on a beam or throws a ball - Holds pencil with tripod grip - Writes letters in their name
Summer	<ul style="list-style-type: none"> - Demonstrates coordination in fine motor tasks - Uses tools safely and effectively - Shows awareness of healthy practices 	<ul style="list-style-type: none"> - Threads beads - Cuts paper with scissors - Talks about washing hands or eating fruit 	<ul style="list-style-type: none"> - Shows control and precision in fine motor tasks - Writes letters using correct formation - Understands healthy choices 	<ul style="list-style-type: none"> - Uses tweezers to pick up small objects - Writes a sentence with legible letters - Talks about healthy foods or brushing teeth

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4. Literacy

Term	FS1		FS2	
	Skills Progression	Examples	Skills Progression	Examples
Autumn	<ul style="list-style-type: none"> - Enjoys sharing books and stories - Recognises own name - Begins to mark-make with meaning 	<ul style="list-style-type: none"> - Points to pictures in books - Identifies name card - Draws lines and says 'That's mummy' 	<ul style="list-style-type: none"> - Enjoys stories and rhymes - Recognises some initial sounds - Begins to write own name 	<ul style="list-style-type: none"> - Joins in with repeated phrases in a story - Says 's' for 'sun' - Writes 'Sam' with support
Spring	<ul style="list-style-type: none"> - Recognises some letters and sounds - Begins to blend simple CVC words - Attempts to write own name and labels 	<ul style="list-style-type: none"> - Says 's' for snake' - Sounds out 'c-a-t' - Writes 'Tom' with support 	<ul style="list-style-type: none"> - Blends and segments CVC words - Reads simple words - Writes short phrases 	<ul style="list-style-type: none"> - Sounds out 'c-a-t' and blends to read - Reads 'dog', 'mum', 'sun' in a book - Writes 'I can run'
Summer	<ul style="list-style-type: none"> - Reads simple words and sentences - Writes short phrases or captions - Uses phonics knowledge in reading and writing 	<ul style="list-style-type: none"> - Reads 'dog' and 'sun' - Writes 'I like cats' - Spells unknown words phonetically 	<ul style="list-style-type: none"> - Reads simple sentences fluently - Writes sentences using punctuation - Applies phonics knowledge independently 	<ul style="list-style-type: none"> - Reads 'The cat is on the mat' confidently - Writes 'I went to the park.' - Spells unknown words using phonics (e.g., 'frend' for 'friend')

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5. Mathematics

	FS1		FS2	
Term	Skills Progression	Examples	Skills Progression	Examples
Autumn	<ul style="list-style-type: none"> - Recites numbers to 5 - Recognises some numerals - Explores shape and pattern through play 	<ul style="list-style-type: none"> - Counts fingers - Points to number 3 - Builds with triangle blocks 	<ul style="list-style-type: none"> - Recognises numbers to 5 - Understands more and fewer - Explores 2D shapes 	<ul style="list-style-type: none"> - Points to numbers on a number line - Says 'I have more than you' with cubes - Names circles and triangles in pictures
Spring	<ul style="list-style-type: none"> - Counts objects with 1:1 correspondence - Recognises numbers to 10 - Begins to use language of size and position 	<ul style="list-style-type: none"> - Counts 5 blocks accurately - Identifies number 7 - Says 'big ball' or 'under table' 	<ul style="list-style-type: none"> - Counts beyond 10 - Understands addition and subtraction - Explores 3D shapes and measures 	<ul style="list-style-type: none"> - Counts to 20 during circle time - Uses objects to solve '$3 + 2 = ?$' - Builds with cubes and describes 'taller' or 'shorter'
Summer	<ul style="list-style-type: none"> - Solves simple problems using numbers - Understands number bonds to 5 and beyond - Explores doubling, halving, and sharing 	<ul style="list-style-type: none"> - Says '2 and 3 make 5' - Shares 6 apples between 2 - Doubles 2 to make 4 	<ul style="list-style-type: none"> - Solves problems using number facts - Understands number bonds to 10 - Uses language of time and money 	<ul style="list-style-type: none"> - Says '5 and 5 make 10' without counting - Completes number bond puzzles - Talks about 'yesterday', 'today', and uses coins in role play

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6. Understanding the World

	FS1		FS2	
Term	Skills Progression	Examples	Skills Progression	Examples
Autumn	<ul style="list-style-type: none"> - Talks about family and familiar events - Explores natural materials - Shows interest in technology 	<ul style="list-style-type: none"> - Says 'I have a baby sister' - Collects leaves - Presses buttons on toy phone 	<ul style="list-style-type: none"> - Talks about family and events - Explores natural materials - Uses simple technology 	<ul style="list-style-type: none"> - Shares photos of family - Collects leaves and talks about colours - Uses a tablet to draw or take photos
Spring	<ul style="list-style-type: none"> - Talks about past and present events - Explores similarities and differences in the environment - Uses simple ICT tools 	<ul style="list-style-type: none"> - Says 'I went to the zoo' - Compares leaves and rocks - Uses tablet to draw 	<ul style="list-style-type: none"> - Describes seasonal changes - Talks about past and present - Understands different cultures 	<ul style="list-style-type: none"> - Says 'The trees have no leaves now' - Talks about baby photos and how they've grown - Learns about Lunar New Year or Eid
Summer	<ul style="list-style-type: none"> - Makes observations and explains why things happen - Understands changes over time - Talks about different cultures and communities 	<ul style="list-style-type: none"> - Says 'The ice melted because it's warm' - Talks about growing plants - Learns about Diwali or Eid 	<ul style="list-style-type: none"> - Makes observations and explains - Understands environmental impact - Uses ICT to support learning 	<ul style="list-style-type: none"> - Says 'The ice melted because it's warm' - Talks about recycling or saving water - Uses a simple coding toy or app

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7. Expressive Arts and Design

Term	FS1		FS2	
	Skills Progression	Examples	Skills Progression	Examples
Autumn	<ul style="list-style-type: none"> - Explores colour, texture, and sound - Engages in pretend play - Sings familiar songs 	<ul style="list-style-type: none"> - Paints with fingers - Pretends to cook in role play - Sings 'Wheels on the Bus' 	<ul style="list-style-type: none"> - Explores materials and sounds - Engages in role play - Sings familiar songs 	<ul style="list-style-type: none"> - Paints with fingers and brushes - Pretends to be a shopkeeper - Sings 'Twinkle Twinkle' with actions
Spring	<ul style="list-style-type: none"> - Uses materials to create with purpose - Develops storylines in role play - Explores musical instruments 	<ul style="list-style-type: none"> - Glues shapes to make a house - Acts out 'going to the shop' - Plays tambourine fast and slow 	<ul style="list-style-type: none"> - Combines materials creatively - Develops storylines in play - Explores instruments 	<ul style="list-style-type: none"> - Uses collage to make a house - Acts out a story with friends - Plays a drum fast and slow
Summer	<ul style="list-style-type: none"> - Plans and creates imaginative work - Performs songs and dances - Talks about their creations and choices 	<ul style="list-style-type: none"> - Builds a rocket and explains it - Dances to music in group - Says 'I used blue for the sky' 	<ul style="list-style-type: none"> - Plans and creates detailed work - Performs songs and dances - Evaluates their creations 	<ul style="list-style-type: none"> - Builds a model and explains it - Sings in a class assembly - Says 'I used red because it's a fire engine'

References

1. Department for Education (2023). Statutory Framework for the Early Years Foundation Stage.
2. Foundation Years. EYFS guidance and resources. <https://foundationyears.org.uk>
3. Development Matters (2021). Non-statutory curriculum guidance for the early years foundation stage.