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EYFS Curriculum & Progression of Skills Overview

Skills progression - EYFS

Pupils are taught the knowledge, understanding and skills needed to engage in the process of design and making.
Below are the skills and end points for each phase.

What is Continuous Provision	<p>Continuous provision transcends all areas of learning. When preparing your resources for continuous provision, you could try the following:</p> <ul style="list-style-type: none"> • Make sure that each area you set up for continuous provision has the necessary resources to encourage children to play and explore in a variety of ways. • Offer a range of high-quality resources that will act as a good starting point for the children’s explorations. • Use open-ended questioning to engage the children in conversations and prompt their creative thinking. • Give children time to revisit what they did yesterday, last week, or even a few weeks ago. 	
The Role of an adult in Continuous Provision	<p>Even with continuous provision, the practitioner’s role is crucial. It’s important that you not only provide a high-quality environment but also support your children’s ability to interact with the resources. When children engage with continuous provision, you can take the opportunity to make careful observations. This is especially important, as your observations should then determine how the environment is enhanced at a later stage. Creating a well-oiled environment also means that practitioners need to establish rules, boundaries and behavioural expectations. Once children are clear about the rules and what’s expected, they will then be able to carry out their explorations with an increased sense of confidence. If children do not know their boundaries, then they will often return to ‘familiar’ play, which is less challenging. One of the most enjoyable things a practitioner can do is play alongside the children. This helps to model language and ideas and will strengthen your relationship with the children you teach. It also gives you the opportunity to ask questions and make suggestions, extending the children’s learning even further.</p>	
Importance of Observing Children	<p>Observing children within the areas of continuous provision is a crucial part of the practitioner’s role. Through observations, you will be able to identify typical behaviours, interests and patterns of children’s learning and development, which will have an impact on what you plan next.</p>	
Planning for Continuous Provisions	<p>The continuous provision should be linked to the needs and interests of the children in your class. It needs to provide familiar areas for them to explore, so, for the most part, your continuous provision will stay the same, only to be enhanced as children’s learning progresses. Rather than carrying out time-consuming and extensive planning for the continuous provision, I have always found it more useful to display a list of the resources that should be in each area of learning, which can be checked and replenished by an adult working in the setting. However, some schools do require teachers to show their planning for continuous provision, and, of course, if needed, you’ll probably have to do it. You can also use task cards to suggest specific challenges that the children can complete alongside their free play</p>	
Construction	<p>As you observe a child, consider these points to help you decide a next step for the child’s learning and development: -</p> <ul style="list-style-type: none"> • Can the child balance block to build a tower? ☐ Can the child use a range of construction toys that fix together in a variety of ways? • Can they use construction materials safely and with increasing control? • Can the child describe the colour, shape or texture of different construction materials? • Can the child construct be using a variety of materials? • Does the child build models, making enclosures and creating spaces? 	<p>Links to the Characteristics of Effective Learning Playing and Exploring</p> <ul style="list-style-type: none"> • Does the child show curiosity to explore new construction toys and activities? • Do they use their senses to explore new materials? • Can they create models based on things they know? • Do they learn by trial and error – testing out new ideas to see what works best? • Do they show a ‘can do’ attitude? <p>Active Learning</p>



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	<ul style="list-style-type: none"> • Are they able to join construction pieces together and use the materials to build and balance? • Do they sort the pieces by shape, colour or size? • Can they plan their work? • Can they adapt their work when necessary? • Can the child use their imagination to create and build? • Does the child include their own interests into their projects? • Can the child create for a purpose? • Can they talk about what they have done and what they would do differently next time? • Can they select different tools and techniques? 	<ul style="list-style-type: none"> • Are they determined to complete a model or a task to achieve their desired outcome? • Does the child maintain focus on their project? • Do they concentrate on their construction activity and pay attention to details? • Do they persist, even when challenges occur? • Do they take pride in their accomplishments and achievements? <p>Creating and Thinking Critically</p> <ul style="list-style-type: none"> • Does the child initiate activities – choosing favourite construction toys or selecting materials needed for a task? • Can they test out their ideas and make predictions? • Can they change strategy if needed? For example can they try a different way of connecting pieces together?
<p>Creative Area</p>	<p>Next Step Prompt Questions as you observe a child, consider these points to help you decide a next step for the child's learning and development.</p> <ul style="list-style-type: none"> • Can the child identify different colours? • Do they explore how colours can be changed? • Can explore and describe what happens when they mix colours? • Can they choose colours for a particular purpose? • When drawing or painting, can they use lines to enclose a space? • Can they draw or paint shapes to represent objects? • Can they describe the texture of different materials? • Are they able to use simple tools for different purposes? • Can they use materials to create different textures? • Do they combine different materials to create new effects? • Can they apply what they know to new projects? • Can they manipulate materials to create their desired effect? • Does the child plan their projects and creative activities? • Can they adapt their work when necessary? • Are they able to select appropriate tools and techniques to shape, assemble and join materials they are using? • Can they create simple representations of events, people and objects? • Do they use their imagination to develop their own ideas? 	<p>Links to the Characteristics of Effective Learning Playing and Exploring</p> <ul style="list-style-type: none"> • Does the child show curiosity to explore new creative materials and activities? • Do they use their senses to explore new materials? • Can they create pictures and models based on things they know? • Do they learn by trial and error – testing out new ideas to see what works best? • Do they show a 'can do' attitude? <p>Active Learning</p> <ul style="list-style-type: none"> • Are they determined to complete a creative task to achieve their desired outcome? • Does the child maintain focus on their project? • Do they concentrate on their creative activities and pay attention to details? • Do they persist, even when challenges occur? • Do they take pride in their accomplishments and achievements? <p>Creating and Thinking Critically</p> <ul style="list-style-type: none"> • Does the child think of their own ideas? • Can they test out their ideas and make predictions? • Can they check how well their creative activities are going and change strategy if needed?
<p>ICT Area</p>	<p>Next Step Prompt Questions as you observe a child, consider these points to help you decide a next step for the child's learning and development.</p> <ul style="list-style-type: none"> • Can the child operate simple forms of technology, such as a CD player? • Do they show interest in technological toys with moving parts? 	<p>Links to the Characteristics of Effective Learning Playing and Exploring</p> <ul style="list-style-type: none"> • Does the child show curiosity when exploring different types of technology? • Do they use their senses to explore new items of technology?



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	<ul style="list-style-type: none"> • Do they enjoy exploring and using items such as cameras or mobile phones? ☒ • Can they operate simple toys by pressing buttons, lifting flaps, etc. to achieve different effects? • Do they understand that information can be retrieved from using a computer? • Can they complete a simple program on a computer? • Can they interact with age-appropriate computer software on different devices, such as a computer, tablet or interactive whiteboard? • Can they talk about different types of technology and how it is used? • Can they select and use technology for different purposes? • Do they demonstrate skill in using different types of technology? • Can they talk about what they are doing and how to make things work? 	<ul style="list-style-type: none"> • Do they learn by trial and error – testing out new ideas to see how to make equipment work? • Do they show a ‘can do’ attitude? • Do they represent their experiences of technology, in their play? For example, role playing taking photos in a role-play area. <p>Active Learning</p> <ul style="list-style-type: none"> • Does the child maintain focus on their activity? • Do they concentrate and pay attention to details when using different types of technology? • Do they persist, even when challenges occur? • Do they take pride in their accomplishments and achievements? <p>Creating and Thinking Critically</p> <ul style="list-style-type: none"> • Can they think of ideas when using technology, for example, how to make a programmable toy move in different direction? • Can they test out their ideas and make predictions? • Can they change strategy if needed? For example, trying a different approach to use new device.
<p>Malleable Area</p>	<p>Next Step Prompt Questions as you observe a child, consider these points to help you decide a next step for the child’s learning and development.</p> <ul style="list-style-type: none"> • Does the child enjoy exploring malleable materials, such as playdough, salt dough or clay? • Can they shape and mould dough using their hands? • Can they create simple shapes, such as a ball or flatten the dough? • Can they use simple tools to shape the dough? • Can they use simple tools to add texture or details to the dough? • Can they use their fingers and hands to shape the dough? For example, can they pinch, twist, press and squeeze the dough? • Can they use simple tools safely and with control? • Do they show a dominant hand when using one-handed tools? • Can they shape and mould pieces of dough of different sizes? • Can they create different shapes of dough? • Can they build and construct using dough? • Can they describe the texture of different materials? • Are they able to use simple tools for different purposes? • Can they apply what they know to new projects? • Can they manipulate materials to create their desired effect? • Can they explore how the malleable materials can be changed? 	<p>Links to the Characteristics of Effective Learning Playing and Exploring</p> <ul style="list-style-type: none"> • Does the child show curiosity to explore new malleable materials and try new activities? • Do they use their senses to explore new materials? • Do they learn by trial and error – testing out new ideas to see what works best? • Do they show a ‘can do’ attitude? <p>Active Learning</p> <ul style="list-style-type: none"> • Are they determined to complete a creative task to achieve their desired outcome? • Does the child maintain focus when using malleable materials? • Do they concentrate on their creative activities and pay attention to details? • Do they persist, even when challenges occur? • Do they take pride in their accomplishments and achievements? <p>Creating and Thinking Critically</p> <ul style="list-style-type: none"> • Does the child make links in their learning between different types of malleable materials? • Do they think of their own ideas and make suggestions for new materials, activities or ways of completing a task? • Can they test out their ideas and make predictions? • Can they change strategy if needed?



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<p>Mark Making Area</p>	<p>Next Step Prompt Questions as you observe a child, consider these points to help you decide a next step for the child's learning and development.</p> <ul style="list-style-type: none"> • Does the child enjoy exploring mark-making tools? • Can they create different marks, such as lines and circles? • Do they hold a pencil between thumb and two fingers instead of a whole-hand grasp? • Can they hold a pencil near the point between their first two fingers? • Can they use a pencil with good control? • Can they copy some letters, such as those in their name? • Does the child show a preference for a dominant hand? • Can they form recognisable letters? ☐ Do they form letters correctly? • Do they give meaning to the marks they make as they paint, draw or write? • Does the child use some letters to communicate meaning? • Can they represent some letter sounds correctly and in sequence? • Can they write their own name and other things; such as labels or captions? • Can they write words that match their spoken sounds? • Can they write simple sentences that can be read by themselves and others? 	<p>Links to the Characteristics of Effective Learning Playing and Exploring</p> <ul style="list-style-type: none"> • Does the child show curiosity to explore new mark-making tools? • Do they use their senses to explore new materials? • Do they initiate mark-making and writing activities? • Do they show a 'can do' attitude? <p>Active Learning</p> <ul style="list-style-type: none"> • Are they determined to complete a writing task to achieve their desired outcome? • Does the child maintain focus on a writing or mark-making task? • Do they concentrate on their writing and pay attention to details? • Do they persist, even when challenges occur? • Do they take pride in their accomplishments and achievements? <p>Creating and Thinking Critically</p> <ul style="list-style-type: none"> • Does the child make links in their learning between different mark-making tools? • Can they test their ideas and make predictions about mark making tools? • Can they find new ways of using mark-making tools to create different effects?
<p>Maths Area</p>	<p>Next Step Prompt Questions as you observe a child, consider these points to help you decide a next step for the child's learning and development.</p> <ul style="list-style-type: none"> • Can they recite some number names to 10? • Do they know that numbers identify how many are in a set? • Can they represent numbers using their fingers, or by making marks or drawing pictures? • Can they correctly match numeral and quantity? • Can they recognise numerals to 10 and beyond? • Can they accurately count objects to 10 and beyond? • Does the child estimate amounts of objects? ☐ • Can they say one more than and one less than a given number? • Can they solve addition and subtraction questions using single-digit numbers? • Can they explore their own mathematical problems? • Can they record using marks they can explain? • Can the child talk about the shapes of everyday objects? • Does the child use positional language? • Can they name some 2D and 3D shapes? • Can they describe shapes and their properties? 	<p>Links to the Characteristics of Effective Learning Playing and Exploring</p> <ul style="list-style-type: none"> • Does the child initiate maths activities and use number language spontaneously? • Are they curious to count, compare or measure objects? • Do they seek a challenge and try new mathematical activities? • Do they show a 'can do' attitude? <p>Active Learning</p> <ul style="list-style-type: none"> • Does the child show a high level of interest or fascination in mathematical activities? • Does the child maintain focus on a mathematical task? • Do they concentrate and pay attention to details? • Do they persist, even when challenges occur? • Do they take pride in their accomplishments and achievements? <p>Creating and Thinking Critically</p> <ul style="list-style-type: none"> • Does the child make links in their learning between different counting tasks or shape activities? • Can they find ways to solve a mathematical problem? • Can they test their ideas and explain what they find out?



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	<ul style="list-style-type: none"> • Can they create/recreate patterns and build models? • Can they order small groups of items by height, length, weight or capacity? 	<ul style="list-style-type: none"> • Does the child notice patterns in their experiences – for example different layouts of items having the same amount? • Can they make predictions and test out their ideas – for example during measuring activities?
<p>Music</p>	<p>Next Step Prompt Questions as you observe a child, consider these points to help you decide a next step for the child’s learning and development.</p> <ul style="list-style-type: none"> • Can they join in with songs and rhymes? • Does the child enjoy singing some familiar songs? • Can they move to music? ☑ Can they tap out simple rhythms? • Do they enjoy exploring musical instruments? • Can they explore instruments to create different sounds? • Can they explore how sounds can be changed? • Is the child building a collection of known songs? • Can they use one-handed tools and equipment to play instruments and make sounds? • Can they play different percussion instruments? • Can they talk about the different sounds instruments make? • Can they create different sound patterns using instruments and noise makers? • Can they make up simple songs? • Can they capture experiences and responses using music? • Can they use music to represent their ideas, thoughts and feelings? • Can they use simple equipment, such as a CD player to play music 	<p>Links to the Characteristics of Effective Learning Playing and Exploring</p> <ul style="list-style-type: none"> • Does the child show curiosity to explore new instruments and noise makers? • Do they use their senses to explore new instruments? • Do they learn by trial and error – testing out new ideas to see what works best? <p>Active Learning</p> <ul style="list-style-type: none"> • Does the child enjoy joining in with new musical activities? • Do they take pride in their accomplishments and achievements? • Do they enjoy finding new ways to play instruments and create sounds? • Do they persevere and concentrate to complete a musical task or activity? <p>Creating and Thinking Critically</p> <ul style="list-style-type: none"> • Does the child think of their own ideas? • Can they test out their ideas and make predictions? • Can they notice patterns in their learning and make links to previous experiences? • Can they describe what they think might happen?
<p>Outdoor Area</p>	<p>Next Step Prompt Questions as you observe a child, consider these points to help you decide a next step for the child’s learning and development.</p> <ul style="list-style-type: none"> • Does the child enjoy moving freely? • Can they move with confidence in a range of ways, such as running, jumping, skipping and hopping? • Do they use alternate feet when climbing steps or when using climbing equipment? • Can they run - negotiating space and avoiding obstacles? • Can they balance on one foot? ☑ Can they catch a large ball? • Are they able to draw lines and circles using gross motor movements? • Do they experiment with different ways of moving? • Can they jump off an object and land safely? • Do they show increasing control over an object when pushing, patting, throwing, catching or kicking? • Can they use large, wheeled toys, such as bikes or scooters? 	<p>Links to the Characteristics of Effective Learning Playing and Exploring</p> <ul style="list-style-type: none"> • Does the child show curiosity to explore new ways of moving? • Do they initiate movement activities? • Do they show a ‘can do’ attitude? • Do they use their senses to explore the world around them? • Are they curious to find out about the natural world? <p>Active Learning</p> <ul style="list-style-type: none"> • Does the child try different ways to do things? • Do they persist, even when challenges occur? • Do they keep practising to develop a new skill? • Do they take pride in their accomplishments and achievements? • Can they tell others what they have done and what worked well? <p>Creating and Thinking Critically</p> <ul style="list-style-type: none"> • Does the child make links in their learning between different experiences? • Can they try new ways to complete a physical activity?



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	<ul style="list-style-type: none"> • Do they enjoy talking about things they observe, such as plants and animals, seasonal changes or the weather? • Do they show concern for living things and the environment? • Can they look closely at similarities, differences, patterns and change? • Can they make observations of animals and plants and explain why some things occur? 	<ul style="list-style-type: none"> • Can they find ways to solve a problem? Do they talk about how and why they completed activities? • Can they talk about how well an activity is going?
<p>Reading Area</p>	<p>Next Step Prompt Questions as you observe a child, consider these points to help you decide a next step for the child's learning and development.</p> <ul style="list-style-type: none"> • Does the child show awareness of rhyme and alliteration? • Do they join in with stories and poems? Can they join in with repeated refrains? • Can they suggest how a story might end? • Can they talk about and recall stories they have heard? • Can they describe story settings, main events and characters? • Are they interested in print in their environment? • Can they recognise their own name in print? • Do they look at books independently? • Can they hold books the correct way up and turn the pages? • Can they continue a rhyming string? • Can they link letters and sounds together? • Can they segment the sounds in simple words and blend them together? • Can they read words and simple sentences? • Do they use vocabulary influenced by known books? • Do they enjoy a range of different books? • Do they take meaning from what they have read? • Can they talk about what they have read? • Can they use their phonic knowledge to decode regular words and read them aloud? 	<p>Links to the Characteristics of Effective Learning Playing and Exploring</p> <ul style="list-style-type: none"> • Does the child show curiosity about print in the environment? • Do they show particular interest in a type of book or topic? • Do they show a 'can do' attitude when approaching reading? • Do they use their senses to explore new books and phonic activities? <p>Active Learning</p> <ul style="list-style-type: none"> • Does the child maintain focus when reading? • Do they pay attention to details of a story or within the book? • Do they persist, even when challenges occur? • Do they take pride in their reading accomplishments and achievements? • Do they show a belief that more effort or a different approach will pay off? <p>Creating and Thinking Critically</p> <ul style="list-style-type: none"> • Does the child find ways to solve problems encountered when reading? • Can they try different strategies to read new words? • Can they make links in their learning - for example recognising familiar logos or known books? • Can they notice patterns in their experience based on knowledge of stories, for example how a story might end?



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<p>Role Play Area</p>	<p>Next Step Prompt Questions as you observe a child, consider these points to help you decide a next step for the child's learning and development.</p> <ul style="list-style-type: none"> • Does the child engage in imaginative play based on their own experiences? • In role-play activities, does the child imitate everyday actions and events based on their family and cultural background? • Can they pretend items are other objects required for role-play activities? • Do they create stories using small world toys? • Can they create their own props to support their role-play activities? • Do they notice what others do and imitate what is observed? • Can they introduce a storyline or narrative in to their play? • Do they play alongside others who are engaged in the same theme? • Can they play cooperatively as part of a group? • Can they respond to what others are saying and doing to develop and continue their play ideas? • Can they represent their own ideas, thoughts and feelings through role play? • Can they take on different roles? • Can they use language to imagine and recreate roles and experiences in role-play activities? 	<p>Links to the Characteristics of Effective Learning Playing and Exploring</p> <ul style="list-style-type: none"> • Does the child show curiosity about objects, events and people? • Can they pretend objects are things from their experience? • Can they represent their experiences in their play? • Can they take on a role? ☑ Can they act out experiences with other people? <p>Active Learning</p> <ul style="list-style-type: none"> • Does the child maintain focus during role-play activities? • Do they pay attention to details? • Are they focussed and absorbed in their play? • Do they persist even when challenges occur? • Do they take pride in their accomplishments and achievements? <p>Creating and Thinking Critically</p> <ul style="list-style-type: none"> • Can they think of their own ideas to include in role-play activities? • Can they find ways to solve problems? • Do they make links in their learning, noticing patterns from their experiences and use them in role-play activities? • Can they test out their ideas? ☑ Can they change strategy as needed?
<p>Sand Area</p>	<p>Next Step Prompt Questions as you observe a child, consider these points to help you decide a next step for the child's learning and development.</p> <ul style="list-style-type: none"> • Does the child use positional language to describe the location of toys in the sand tray? For example, under the sand, next to the bucket or on the top of the sand. • Can they use their hands or simple tools to find hidden items? • Can they order two or three items by weight or capacity? • Can they use everyday language to talk about size, weight, capacity and position to compare quantities and solve problems? • Do they show control when using simple tools? • Can they handle tools, objects, construction and malleable materials safely and with increasing control? • Are they interested in the texture of different items, such as dry sand or smooth pebbles? • Can they describe the texture of the sand and how it can be changed? • Can they create lines, shapes and patterns in shallow trays of dry sand? • Do they enjoy exploring capacity – filling and emptying containers of different sizes? • Can they mould and shape damp sand to create different shapes and models? 	<p>Links to the Characteristics of Effective Learning Playing and Exploring</p> <ul style="list-style-type: none"> • Does the child show curiosity about exploring the sand tray and new objects? • Do they use their senses to explore the sand area? • Do they show a 'can do' attitude? <p>Active Learning</p> <ul style="list-style-type: none"> • Does the child maintain a high level of focus during an activity in the sand area? • Do they persist with an activity even when challenges occur? • Do they take pride in their achievements and accomplishments? <p>Creating and Thinking Critically</p> <ul style="list-style-type: none"> • Does the child find ways to solve problems when working in the sand area? • Can they make links in their learning and apply their knowledge and understanding? • Can they notice patterns in their experiences? • Can they make predictions and test out their ideas? • Can they explore the ideas of cause and effect? • Can they plan their ideas? ☑ Do they check how well their activities are going?



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		<ul style="list-style-type: none"> • Can they change strategy as needed?
<p>Water Area</p>	<p>Next Step Prompt Questions as you observe a child, consider these points to help you decide a next step for the child's learning and development.</p> <ul style="list-style-type: none"> • Does the child enjoy exploring capacity – filling and emptying containers of different sizes? • Can they order two or three items by weight or capacity? • Can they use simple equipment, such as cups, bottles, jugs and funnels? • Can they pour water from one container to another? • Can they use language to compare capacity and amounts such as full, empty, half full? • Can they use everyday language to talk about size, weight, and capacity to compare quantities and solve problems? • Can they handle tools, objects, construction and malleable materials safely and with increasing control? • Can they wash and dry their hands? • Are they interested in the texture of different items, such as soap, ice and slime? • Can they describe the texture of different items and materials in the water tray and how they can be changed? • Can they talk about what they observe? • Can they talk about why things happen and how things work? • Do they look closely at similarities, differences, patterns and change? 	<p>Links to the Characteristics of Effective Learning laying and Exploring</p> <ul style="list-style-type: none"> • Does the child show curiosity about exploring the water tray and new objects? • Do they use their senses to explore the water area? • Do they show a 'can do' attitude? <p>Active Learning</p> <ul style="list-style-type: none"> • Does the child maintain a high level of focus on a water area activity? • Do they persist with an activity even when challenges occur? • Do they take pride in their achievements and accomplishments? <p>Creating and Thinking Critically</p> <ul style="list-style-type: none"> • Does the child find ways to solve problems when working in the water area? • Can they make links in their learning and apply their knowledge and understanding? • Can they notice patterns in their experiences? • Can they make predictions and test out their ideas? • Can they explore the ideas of cause and effect? • Can they plan their ideas? • Do they check how well their activities are going? • Can they change strategy as needed?



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