

EYFS– Skills Progression Overview

Ashgate Primary 2021

Autumn 1 - Me and my Family		Focus themes - not specifically in week order except maths					
Themes to be explored will be directed by children's interests within the themes suggested. Add texts as discovered/used	Understanding the world - Who and what makes me me.	Talk about lives of the people around them and their roles in society	The child and their family - who is special to them? -	Roles of the people in their family - Invite family members to come into school to talk about their roles.	Roles of other people they will meet in society – school staff/ emergency workers etc.	Starting school - Why they are at school and how they feel about it.	
		Text support -	The invisible String - All are welcome – Alexandra Penfold	Non-fiction texts - looking at a range of jobs and roles in society The wonderful things you will be – Emily Winfield Martin		I have to start school today – Simon Philip Lucy and Tom at School – Shirley Hughes Starting school – The Alhbergs Colour monster goes to school - Anna Llenas	
	Physical Development	Core, gross and fine motor skills	Funky finger type activities, pencil grip, mark making/ patterns/ drawing shapes cutting skills.	Outdoor/physical exercise – climbing/building equipment/ art/balls etc.	Early physical literacy programme for core strength		
	C&L/EAD/Literacy - skills	Oral story telling – use of Helicopter stories to tell their own stories	Phonics - revisit phase 1 rhythms and rhyme - hearing sounds in words/ oral blending	Writing - focus on writing name	Reading – books without words initially to encourage telling stories orally	Vocabulary – introduce new vocab Introduce question words and how to ask one.	Develop storylines in their pretend play
	Maths	WRM Block -Just Like me	Matching	Sorting	Comparing amounts	Making simple patterns	Positional Language

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Autumn 2 - My Community	 		Focus themes - not specifically in week order except maths				
Themes to be explored will be directed by children’s interests within the themes suggested. Add texts as discovered/used	Understanding the world	- Know some similarities and difference 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.	Where we live - What type of building do they live in? – locate address on google earth Do all our homes look the same? How have homes changed? Where do our favourite story characters live?	Where we go to school. How old is it? Do all schools look the same? Relate to schools in stories.	How do we get to school? Or to town? Have people always travelled the same way? How do characters in stories travel?		
		Text support - Suggested titles	Range of non-fiction books about buildings. Let's build a house One big building This is our house Michael Rosen In every house on every street – j Hitchman Home - Carson Ellis If I Built a House - Chris Van Dusen Street through Time - DK		Range of non-fiction books about transport. Steam Train, Dream train - Polar Express at Christmas Titanic/Boats The Train Ride The Hundred Decker Bus –		

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		Know some similarities and difference between different religious and cultural communities in this country, drawing on their own experiences and what had been read to them.	Through Religious and cultural festivals and stories during this term including: -	Bonfire Night/ Remembrance – cultural Nov 5 th /11 th	Diwali - Hindu/Sikh Nov 4 th	Hanukkah – Jewish Nov 28 th /Dec 6 th 2021	Christmas – Christian including advent - Dec
		Text support - Suggested titles		Story of Guy Fawkes How and why we celebrate Remembrance Sunday.	Story of Rama and Sita How we celebrate Diwali.	Story of the lamp in the temple How we celebrate Hanukkah.	Story of Christmas How we celebrate Christmas.
	Physical Development	Core, gross and fine motor skills	Funky finger type activities, pencil grip, mark making/ patterns/ cutting skills/ introducing letter shapes	Outdoor/physical exercise – climbing/building equipment/art/balls	Early physical literacy programme for core strength		
	C&L /EAD Literacy - skills	Oral story telling – Continue use of Helicopter stories & news sharing Introduce T4W skills/ actions - Focus Text - 3 little pigs	Phonics -Introduce phase 2 – sound rings for practice - hearing sounds in words/ oral blending of new sounds	Writing - name cont. Writing sounds as taught in phonics lessons - begin drawing images to match labels – understand the importance of text	Reading - Introduce books with words as children are ready	Vocab = Continue to extend vocab related to topic Introduce how and why questions to deepen understanding	Develop storylines in their pretend play
	Maths	WRM Blocks –It's me 123/Light and Dark	Representing 123	Comparing 123	Composition of 123	Four	Five