



EYFS Foundation Subject Progression of Skills



Foundation Subject	EYFS Objectives	Progression Skills
History	<p>People and Communities To talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Children can discuss their birthdays, days, months and years and seasons. Children show an understanding of changes in their own lifetime and can create a personal timeline. Children can use everyday language related to time (yesterday, this morning, a long time ago...) and talk about things they did at the weekend. Children can answer how and why questions about their experiences and in response to stories and events. Children can sort artefacts and photographs into old and new. Children know that information can be retrieved from books and computers about the past. Children can recount an event verbally and in written form. Children understand key features of events (e.g. remembrance day) and learn about the lives of significant individuals. They show an understanding of the Royal Family and know we have a Queen.</p> <p>Vocabulary: yesterday, now, then, a long time ago</p>
	<p>The World To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.</p>	
Geography	<p>People and Communities To talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Children can talk about different types of transport and journeys. They can name the school and area they live in (Cottingham/Hull – Yorkshire – England). They can use some directional language (forwards, backwards, next to, behind...) Children can describe some similarities and differences of places. Children can talk about seasonal daily weather patterns in England. Children can create simple maps and use a globe to identify the UK.</p>
	<p>The World To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	



		<p>Children can use simple observational skills to explore the school grounds.</p> <p>Vocabulary: school, home, house, garden, field, map</p>
R.E.	<p><b>Self-Confidence and Self-Awareness</b> To be confident to try new activities, and say why they like some activities more than others. 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. They say when they do or don't need help.</p> <p><b>Managing Feelings and Behaviour</b> To 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. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.</p> <p><b>Making Relationships</b> To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p> <p><b>People and Communities</b> • To talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>The World</b></p>	<p>Children work as part of a group or class and understand they follow the rules. They adjust their behaviour to different situations.</p> <p>Children talk about how they and others show feelings. Children talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable.</p> <p>Children understand that people are different and that is what makes us unique.</p> <p>Children understand that different people have different beliefs and faiths. They participate in the school faith days, learning about other faiths and showing a respect for their beliefs.</p> <p>Vocabulary: faith, religion, different, the same, special, symbol</p>



	To know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one another.	
Art	<p>Exploring and Using Media and Materials To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Children represent their own ideas through art. Children explore different types of paint (textured, water colours, poster paint) using a variety of tools (sponges, vegetables, hands, objects)</p> <p>Children explore how colours can change and use vocabulary such as: light, dark, colour names, change.</p>
	<p>Being Imaginative To 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.</p>	<p>Children can use lines to enclose shapes and objects. They begin to draw features (circles for eyes/hair/limbs on bodies). They use large chunky tools and develop an effective grip using smaller crayons, charcoals, pastels, pencils. They explore making marks with different media and compare how it looks (pencil lines/pastel smudges) Children use a range of resources to create collages using the vocabulary shiny, smooth, soft, rough, bumpy.</p> <p>Children handle and investigate a variety of materials to create sculptures. They use hands to manipulate malleable materials in different ways (rolling, kneading, squashing, pinching)</p> <p>Vocabulary: colours, shiny, smooth, soft, bumpy, bright, light, dark</p>
Design and Technology	<p>Moving and Handling To handle equipment and tools effectively, including pencils for writing.</p>	<p>Children can use different tools to make models and sculptures (scissors, rolling pins, stamps, cutters). Children can make their own representations using different media and materials e.g. playdough and junk modelling. They explore different representations and explain why they have made that choice.</p>
	<p>Exploring and Using Media and Materials To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	



	<p><b>Being Imaginative</b> To 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.</p>	<p>Children use speech, musical instrument, props and clothes to create their own representations of events.</p> <p>Vocabulary: press, cut, stick, attach, pretend, perform</p>
Music	<p><b>Technology</b> To recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Children can sing songs, make music and dance and experiment with ways to change them.</p> <p>Children explore the sounds of different instruments and describe them e.g. loud, quiet, soft.</p>
	<p><b>Exploring and Using Media and Materials</b> To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Children can operate simple technology and respond to music using their bodies and voices.</p>
	<p><b>Being Imaginative</b> To 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.</p>	<p>Vocabulary: instrument, sound, loud, quiet, soft, sing, voice</p>
Science	<p><b>Health and Self-Care</b> To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>Children understand what it means to be healthy and why it is important.</p> <p>Children know about the similarities and differences in relation to places, objects materials and living things.</p>
	<p><b>The World</b> To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Children make observations of animals and plants and explain why some things occur and talk about changes.</p> <p>Vocabulary: change, same, different, place, materials, hard, soft, shiny, dull, alive, dead, stem, leaf, root</p>
P.E.	<p><b>Moving and Handling</b></p>	<p>Children can move around spaces safely.</p>



	<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space</p> <p>Health and Self-Care Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Children can explain how their body feels before and after exercise. Children can copy and repeat actions and skills e.g. throwing, catching, dribbling. Children can talk about what they have done and describe what they can improve. Children can move to music and perform simple dance steps.</p> <p>Vocabulary: body, heart, tired, exercise, improve, game</p>
ICT	<p>Technology To recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Children can complete a simple program on a computer. They can use ICT hardware to interact with age-appropriate software. Children know that a range of technology is used in places such as homes and schools. They understand how to use it safely. They select and use technology for a range of purposes.</p> <p>Vocabulary: computer, keyboard, mouse, technology, internet, e-safety</p>