





EYFS Progression of Skills Cycle A


Specific Area - Literacy								
Skill	<u>On-entry</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>Early Learning Goals</u>
<p style="color: blue; text-decoration: underline;">Writing</p> 	<p>I recognise my name.</p> <p>I can trace my name.</p> <p>I recognise some sounds and can attempt to form them.</p>	<p>I can copy my name.</p> <p>I can give meanings to the marks I make.</p> <p>I can write Initial Sounds.</p> <p>I can orally segment CVC words.</p>	<p>I can write my name.</p> <p>I can form some letters.</p> <p>I can begin to write some CVC words.</p>	<p>I can form most lower case letters correctly.</p> <p>I can spell CVC words from sounds I have been taught.</p>	<p>I can form all my lower case letters correctly.</p> <p>I can begin to form capital letters.</p> <p>I can begin to write captions linked to taught sounds.</p> <p>I can begin to write simple sentences using finger spaces.</p>	<p>I consistently form my letters in the correct shape and size.</p> <p>I can write simple sentences using finger spaces.</p> <p>I can begin to write longer words which are spelt phonetically.</p> <p>I can spell taught Tricky words correctly in my sentences.</p>	<p>I can write sentences and phrases.</p> <p>I can read my work back and check it makes sense</p>	<p>Write recognisable letter, most of which are correctly formed.</p> <p>Spells words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>


<p style="text-align: center;"><u>Reading</u> <u>(Comprehension)</u></p> 	<p>I enjoy looking at books.</p> <p>I join in with familiar nursery rhymes.</p> <p>I can sit and listen to a short story.</p>	<p>I can use pictures to retell stories.</p> <p>I can sequence a familiar story.</p> <p>I can independently look at a book, hold it correctly and turn the pages.</p> <p>I can engage in story time and join in with repeated phrases.</p> <p>I can join in with familiar rhymes and songs.</p>	<p>I can answer questions about the stories read to me.</p> <p>I can recall key events in stories.</p> <p>I can recall facts from non-fiction texts</p>	<p>I can predict what might happen in a story.</p> <p>I can act out stories.</p> <p>I can suggest how a story might end.</p>	<p>I can use a story map independently to retell a story.</p> <p>I can talk about characters in a story.</p>	<p>I can begin to answer questions about what I have read.</p> <p>I can use vocabulary that is influenced through my experiences of books.</p>	<p>I can answer questions about what I have read.</p> <p>I know that information can be retrieved from books.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriately) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
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<p><u>Word Reading</u></p> 	<p>I can identify sounds in the environment.</p> <p>I recognise some sounds.</p> <p>I can begin to join in with phonological activities.</p>	<p>I can join in with phonological awareness activities, sounds in the environment, rhymes, syllables.</p> <p>I can recognise sounds taught from Units 1 and 2 of</p> <p>Sounds Write:</p> <p>a, i, m, s, t n, o, p</p> <p>I can begin to segment, blend and manipulate sounds in words.</p> <p>I can begin to read and spell the first set of Tricky Words:</p> <p>is, a</p>	<p>I can recognise sounds taught from Units 3 and 4 of</p> <p>Sounds Write:</p> <p>b, c, g, h d, e, f, v</p> <p>I can begin to segment, blend and manipulate sounds in words.</p> <p>I can begin to read and spell the first set of Tricky Words:</p> <p>the, I, for, of</p> <p>I can read books matched to my phonic ability.</p>	<p>I can recognise sounds taught from Units 5, 6 and 7 of</p> <p>Sounds Write:</p> <p>k, l, r, u j, w, z x, y, ff, ll, ss,zz</p> <p>I can segment, blend and manipulate sounds in words.</p> <p>I can read and spell the next set of Tricky Words:</p> <p>are, was, all</p>	<p>I can recognise sounds taught from Units 8 and 11 of</p> <p>Sounds Write:</p> <p>Unit 8 vcc words cvcc words</p> <p>Unit 11 sh, ch, th, ck, wh, ng, qu</p> <p>I can segment, blend and manipulate sounds in words.</p> <p>I can read and spell the next set of Tricky Words:</p> <p>come, some.</p> <p>I can read captions matched to my phonic ability.</p> <p>I can read books matched to my phonic ability.</p>	<p>I can recognise sounds taught from Units 9 and 10 of</p> <p>Sounds Write:</p> <p>Unit 9 CCVC</p> <p>Unit 10 CCVC CVCCC CCVC</p> <p>I can segment, blend and manipulate sounds in words.</p> <p>I can read and spell the next set of Tricky Words:</p> <p>to</p> <p>I can begin to read a selection of the first 100 High Frequency Words.</p> <p>I can read books matched to my Phonic ability.</p>	<p>I can segment, blend and manipulate all sounds taught from the Initial Code of Sounds Write.</p> <p>I can begin to read a selection of the first 100 High Frequency Words.</p> <p>I can read books matched to my Phonic ability.</p>	<p>Say sounds for each letter in the alphabet and at least 10 diagraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
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Specific Area - Mathematics								
Number	On-entry	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
 <p>I can recognise some numbers in the environment.</p> <p>I can count verbally to 10</p> <p>I can match some numerals to objects.</p>	<p>I can match objects.</p> <p>I can sort objects.</p> <p>I can compare amounts up to 3.</p> <p>I can compare size, mass and capacity.</p> <p>I can finish a repeating pattern of 2 objects or colours.</p>	<p><u>Numbers to 3</u> I can recognise numbers 1 - 3</p> <p>I can subitise to 3.</p> <p>I can find 1 more and 1 less of numbers up to 3.</p> <p>I can compare the composition of 2 and 3.</p> <p>I can recognise and name circles and triangles.</p> <p>I can make links with these numbers to everyday objects eg. Coins, clocks etc</p> <p><u>Numbers to 5</u></p>	<p><u>Numbers to 5</u> I can compare numbers to 5.</p> <p>I can explore the composition of numbers 4 and 5.</p> <p>I can compare objects by mass and capacity.</p> <p><u>Numbers 6,7 and 8</u> I can recognise numbers up to 8.</p> <p>I can subitise up to 8.</p> <p>I can combine two groups.</p> <p>I can explore the composition of numbers 6, 7, 8</p> <p>I can find and match pairs of</p>	<p><u>Numbers to 10</u> I can recognise numbers to 10.</p> <p>I can explore the composition of numbers of 9 and 10.</p> <p>I can compare numbers up to 10.</p> <p>I know my number bonds to 10.</p>	<p><u>Numbers to 20</u> I can recognise numbers to 20.</p> <p>I can explore how to make numbers above 10 using tens and ones.</p> <p>I can match a number to a quantity.</p> <p>I can measure the capacity of liquids.</p>	<p>I can solve simple number problems.</p> <p>I am beginning to understand the difference between odd and even numbers.</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	


			<p>I can recognise numbers 4 and 5.</p> <p>I can subitise to 5.</p> <p>I can find 1 more and 1 less of numbers up to 5.</p> <p>I can recognise and name squares and rectangles.</p> <p>I can make links with these numbers to everyday objects eg. Coins, clocks etc</p> <p>I can sequence events in a day through to night</p>	<p>number, colours, patterns</p> <p>I can compare and measure the length and height of objects.</p> <p>I can say the days of the week.</p>				
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<p>Numerical patterns</p> 	<p>I can talk about shapes in the environment.</p> <p>I use some mathematical language in and around the classroom.</p> <p>I can spot patterns related to number.</p>	<p>I can say which group has more/less.</p> <p>I can compare quantities to 3.</p>	<p>I can compare quantities to 5.</p> <p>I can compare equal and unequal groups.</p>	<p>I can combine two groups of objects.</p> <p>I can compare quantities to 5.</p>	<p>I can order numbers to 10.</p> <p>I can count back from 10.</p> <p>I can begin to name 3D shapes and talk about their properties.</p>	<p>I can order numbers to 20.</p> <p>I can find missing numbers.</p>	<p>I can double using concrete apparatus.</p> <p>I can share and group quantities equally.</p> <p>I can count to 30 and I am beginning to count higher.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
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Specific Area - Understanding the World								
	<u>On-entry</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>Early Learning Goals</u>
<p><u>The Natural World</u></p> 	<p>I am aware of my own environment.</p> <p>I can use my senses.</p> <p>I can name some familiar animals.</p>	<p><u>Animals including humans - identifying animals</u></p> <p>I can name different types of animals.</p> <p>I know what animals eat.</p> <p>I can begin to group animals.</p> <p>I can make observations about what animals look like.</p>	<p><u>Seasons - Autumn and Winter</u></p> <p>I can recognise the signs of autumn and winter.</p> <p>I can talk about how trees change in the season.</p>	<p><u>Everyday Materials</u></p> <p>I can name objects and the materials they are made from.</p> <p>I can use my senses to describe materials.</p> <p>I can sort materials.</p>	<p><u>Seasonal Changes Spring and Summer</u></p> <p>I can recognise the signs of spring and summer.</p> <p>I can use my senses during walks in the environment.</p> <p>I know the importance of staying safe in the sun.</p>	<p><u>Plants</u></p> <p>I can show respect and care for the natural environment.</p> <p>I can observe the growth of seeds and talk about changes.</p> <p>I know that plants have different leaves and look differently.</p>	<p><u>Animals Including Humans - The senses.</u></p> <p>I can use my senses to carryout simple tests.</p> <p>I can name the basic parts of my body.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

<p><u>Past and Present</u></p> 	<p>I can talk about my family - past and present members.</p> <p>I can talk about things I see in a picture.</p>	<p><u>Autumn 1 / 2</u></p> <p><u>History - Why are some places special? Significant places in the locality</u></p> <p>I am becoming aware of the past linked to my locality.</p> <p>I know how things have changed.</p> <p>I can talk about what I can see in pictures from the past.</p> <p>I know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.</p>	<p><u>Spring 1 /2</u></p> <p><u>History - Fantastic Firsts events beyond living memory that are significant globally or nationally</u></p> <p>I can about figures from the past eg. Neil Armstrong, John Logie Baird</p> <p>I can talk about the changes that they made in the world.</p>	<p><u>Summer 1 /2</u></p> <p><u>History - All change? Holidays Now and Then - Changes within living memory and beyond, significant places in our locality</u></p> <p>I know what holidays were like in the past.</p> <p>I know about similarities and differences between things in the past and now drawing on experiences and what has been read in class.</p>	<p>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>			
<p><u>People, Culture and Communities</u></p> 	<p>I can talk about my family members.</p> <p>I understand we are all different.</p> <p>I can talk about different celebrations.</p>	<p>I can talk about who is a part of my family.</p> <p>I can identify similarities and differences between myself and my peers.</p>	<p>OI can talk about similarities between different religions and cultural communities.</p> <p>I can talk about Harvest, the Christmas story and how</p>	<p>I can talk about similarities between different religions and cultural communities.</p>	<p>I can talk about similarities between different religions and cultural communities.</p> <p>I know Christians celebrate Easter.</p>	<p>I can talk about similarities between different religions and cultural communities.</p>	<p>I can talk about similarities between different religions and cultural communities.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different</p>


	<p>I know where I live and can talk about it.</p>		<p>it is celebrated.</p> <p><u>Geography -</u> What can I find in my corner of the world?</p> <p>I can describe my own environment and local area.</p> <p>I can talk about the area that I live in.</p> <p>I can use my senses to talk about what is outside using topic related vocabulary</p>		<p><u>Geography -</u> Where shall we go today?</p> <p>I can draw information from a simple map.</p>		<p><u>Geography -</u> Holidays - Where shall we go?</p> <p>I can describe the wider world by using observations, discussions and maps.</p> <p>I can contrast the natural world around me with different environments.</p> <p>I know there are different countries in the world.</p> <p>I can start to use stories and pictures to talk about differences in life in other countries.</p> <p>I know that people in other countries may speak different languages.</p>	<p>religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>
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Specific Area - Expressive Art and Design								
<u>Creating with materials</u> 	<u>On-entry</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>Early Learning Goal</u>
<p>I can draw a simple picture.</p> <p>I explore different resources in the creative area.</p> <p>I know we have to use tools safely.</p>	<p><u>Art - Spirals</u></p> <p>I can show control when drawing lines.</p> <p>I can draw and colour with pencils and crayons.</p> <p>I can talk about my art work.</p> <p>I can use my imagination when drawing.</p> <p>I can learn about the work of different Artists.</p>	<p><u>Design Technology - Fabric Bunting</u></p> <p>I can explore different techniques for joining materials.</p> <p>I can select my own materials to create with.</p> <p>I know how to work safely.</p>	<p><u>Art - Exploring watercolours</u></p> <p>I can experiment with mixing colours.</p> <p>I can explore a variety of tools and techniques.</p> <p>I can learn and compare artists.</p>	<p><u>Design Technology - Moving Pictures Traditional Tales</u></p> <p>I can explore a variety of materials, tools and techniques</p> <p>I can share my creations and talk about the process.</p> <p>I can explore different techniques for joining materials.</p>	<p><u>Art - Making Birds</u></p> <p>I can explore different techniques for joining different materials.</p> <p>I know the similarities and differences between fabrics.</p> <p>I can learn and compare artists.</p>	<p><u>Design Technology - Dips and Dippers</u></p> <p>I know the importance of healthy food choices.</p> <p>I can use a range of small tools including peelers and knives safely.</p> <p>I can use some cooking techniques.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	

<p><u>Being Imaginative and Expressive</u></p> 	<p>I join in with nursery rhymes.</p> <p>I can use my imagination in my play.</p>	<p>I can sing and perform nursery rhymes.</p> <p>I can try to join in and listen to singing in whole school assemblies.</p> <p>I am beginning to move in time to music.</p> <p>I can use costumes and resources to act out narratives.</p>	<p>I can experiment with different instruments and their sounds.</p> <p>I can learn songs and rhymes to perform in the Christmas Production.</p>	<p>I join in and listen to singing in whole school assemblies</p> <p>I have built up a repertoire of songs.</p> <p>I can create musical patterns using instruments.</p>	<p>I can create my own resources to use in role play.</p> <p>I can perform in a school assembly.</p>	<p>I can act out well known stories through role play/small world.</p> <p>I can move in time to music.</p> <p>I can learn simple dance routines.</p> <p>I can follow a musical pattern using percussion instruments.</p>	<p>I can invent my own narratives using costumes and resources.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
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Prime Area - Communication and Language								
<u>Listening, Attention and Understanding</u>	<u>On-entry</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>Early Learning Goals</u>
	<p>I can sit and listen for a short period of time.</p> <p>I can follow a simple instruction.</p>	<p>I can demonstrate good listening.</p> <p>I can engage in story time showing some listening.</p> <p>I am beginning to follow simple instructions.</p>	<p>I can begin to understand How and Why questions.</p> <p>I can engage in story time joining in with repeated phrases and actions.</p> <p>To respond to instructions with more than one step</p>	<p>I can ask questions to find out more.</p> <p>I can begin to understand humour.</p> <p>I can understand a range of complex sentence structures.</p>	<p>I can begin to follow stories without pictures and prompts.</p>	<p>I can understand questions such as 'Who, What, Where, When, Why and How'</p>	<p>I can hold a conversation with adults and peers with back and forth exchanges.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
	<p>I am happy to talk to my teacher.</p> <p>I can communicate with others.</p>	<p>I am able to talk in front of a small group.</p> <p>I can share my ideas with a familiar adult.</p>	<p>I can speak in full sentences using some new vocabulary.</p>	<p>I can talk to other adults in and around school with confidence.</p>	<p>I can stand up in front of the whole class and talk.</p> <p>I can use a greater range of subject</p>	<p>I can link statements and stick to a main theme.</p> <p>I can use talk to organise,</p>	<p>I can confidently talk to adults around the school.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using</p>

		<p>I can learn and use new vocabulary.</p>	<p>I can use talk to organise my thoughts.</p> <p>I am more confident to answer some questions in a whole class situation.</p>	<p>I can talk in sentences using conjunctions.</p>	<p>specific vocabulary particularly related to non-fiction.</p>	<p>sequence and clarify thinking, ideas, feelings and events.</p>	<p>I can talk in sentences using a range of tenses.</p> <p>I can talk about why things might happen.</p>	<p>recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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Prime Area - Personal, Social and Emotional Development								
<u>Self-Regulation</u>	<u>On-entry</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>Early Learning Goals</u>
	<p>I can sit and listen for a short period of time.</p> <p>I can follow a simple instruction.</p> <p>I show my emotions.</p>	<p>I can begin to talk about some simple feelings.</p> <p>I can sit and listen for a short period during whole class activities.</p> <p>I can start to follow simple one step instructions.</p> <p>I can keep on trying when I find something difficult.</p>	<p>I can identify a broader range of feelings.</p> <p>I can adapt my behaviour to a range of situations.</p>	<p>I can focus during longer whole class lessons.</p> <p>I can follow 2 step instructions.</p> <p>I can say what I am good at.</p> <p>I can begin to say what I can improve.</p>	<p>I can identify and moderate my own feelings socially and emotionally.</p> <p>I can consider the feelings and needs of others.</p>	<p>I can control my emotions using a range of techniques.</p> <p>I can set myself goals.</p>	<p>I can focus through whole class teaching.</p> <p>I can follow instructions accurately.</p>	<p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>

<p><u>Managing self</u></p> 	<p>I can go to the toilet myself.</p> <p>I can try to put my own coat on.</p> <p>I can put my school book bag in the correct place.</p> <p>I can tell an adult what I need.</p>	<p>I can wash my hands.</p> <p>I can use the toilet myself.</p> <p>I can try new activities in my school setting.</p> <p>I can tell an adult what I need.</p>	<p>I have confidence to try new activities.</p> <p>I can put my own shoes, coat and apron on by myself.</p> <p>With support I can begin to get dressed for Forest School.</p>	<p>I can begin to show resilience and perseverance in the face of a challenge.</p> <p>I can fasten my own coat and Velcro shoes.</p>	<p>I can put on my wellies and waterproof suit on with greater independence for Forest School.</p>	<p>I can manage all my own basic needs independently.</p>	<p>I can understand the importance of healthy food choices.</p> <p>I can show resilience and perseverance in the face of a challenge.</p> <p>I have a 'can do' attitude.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
<p><u>Building relationships</u></p> 	<p>I can tell my teacher what I need.</p> <p>I can share things in the classroom.</p>	<p>I can express my basic needs to a familiar adult.</p> <p>I can play with one or more of my peers co-operatively.</p>	<p>I can play with children joining in activities.</p> <p>With the support of an adult I can begin to sort conflict.</p>	<p>I can work in a group with support.</p> <p>I use taught strategies to support my turn taking.</p> <p>I have developed a</p>	<p>I can listen to the ideas of my peers.</p> <p>I can agree on a solution and compromise with support.</p> <p>I can begin to form relationships</p>	<p>I can work as part of a group.</p> <p>I have positive relationships with staff from across the school setting.</p>	<p>I have developed strong friendships.</p> <p>I have the confidence to communicate with familiar adults and visitors to the school setting.</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p>

	I am happy to play with others.		I can begin to develop friendships. I have a positive relationship with the staff in my Class setting.	regular friendship/ friendship group.	with staff from across the school setting.			Show sensitivity to their own and to others' needs.
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Prime Area - Physical Development								
<u>Gross motor</u>	<u>On -entry</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	<u>Early learning Goals</u>
 <p>I can move around the school safely.</p> <p>I take part in the Daily Mile every day.</p> <p>I enjoy using the playground equipment.</p>	<p>I can move and stop safely in spaces.</p> <p>I can use equipment with control.</p> <p>I can work co-operatively with a partner in games and paired activities.</p>	<p>I can jump, hop, balance, run and stop and change direction.</p> <p>I can explore different ways to travel using equipment.</p>	<p>I can develop some accuracy when throwing and kicking to a target.</p> <p>I can begin to dribble a ball using hands and feet.</p>	<p>I can balance and safely use apparatus.</p> <p>I can explore travelling around, over and through apparatus.</p> <p>I can jump and land safely from a height.</p>	<p>I can play against an opponent.</p> <p>I can follow instructions and move safely when playing team games.</p>	<p>I can participate in a team as part of sports day using my skills of balance, co-ordination, throwing, jumping, strength and agility</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	
 <p>I show some interest in different mark making tools.</p> <p>I explore activities in the classroom to develop my fine motor skills.</p>	<p>I begin to show a preference of a dominant hand.</p> <p>I can begin to use a tripod grip when using mark making tools.</p> <p>I can begin to engage in activities to develop finer motor skills</p>	<p>I show a preference of a dominant hand.</p> <p>I can use a tripod grip when using mark making tools.</p> <p>I can use scissors to cut straight lines.</p> <p>I can attempt to write taught</p>	<p>I can always use a dominant hand.</p> <p>I can always use a tripod grip.</p> <p>I can use scissors to cut along a curved line.</p> <p>I can use Forest School tools sometimes with</p>	<p>I can hold scissors correctly and cut out large shapes.</p> <p>I can form my letters correctly and control the size of my letters.</p>	<p>I can use scissors correctly to cut out small shapes.</p> <p>I can use smaller tools like a thin paint brush.</p>	<p>I can use scissors correctly and cut various materials.</p> <p>I can add details to my drawings.</p> <p>I can independently use a knife, fork and spoon to eat a range of meals.</p>	<p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and</p>	

		<p>using large equipment; threading, tweezers, pegs etc</p> <p>I can attempt to use cutlery and other one handed equipment ie. scissors</p>	<p>letters using the correct formation.</p> <p>I can begin to use Forest School tools with the support of an adult.</p>	<p>the support of an adult.</p> <p>I form my taught letters correctly.</p>				<p>care when drawing.</p>
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