






# St John's Primary School

## Progression of skills

### Spring Term






Skill	Spring 1	Spring 2
Listening, Attention and Understanding 	To ask questions to find out more To begin to understand humour To understand a range of complex sentence structures	To retell a story  To follow a story without pictures or props
Speaking 	To develop the confidence to talk to other adults they see on a daily basis  To talk in sentences using conjunctions e.g. and, because	To share their work to the class- standing up at the front  To use new vocabulary in different contexts  To engage in non-fiction books
Skill	Spring 1	Spring 2
Self- Regulation 	To focus during longer whole class lessons To follow two-step instructions	To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others
Managing Self 	To begin to show resilience and perseverance in the face of challenge  To practise doing up a zip To practise doing buttons To practise doing up buckles	To develop independence when dressing and undressing for activities such as P.E.
Building Relationships 	To begin to work as a group with support  To use taught strategies to support turn taking	To listen to the ideas of other children and agree on a solution and compromise

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<p>Gross Motor Skills</p> 	<p>To roll and track a ball</p> <p>To develop accuracy when throwing to a target</p> <p>To dribble using hands</p> <p>To throw and catch with a partner</p> <p>To dribble a ball using feet</p> <p>To kick a ball to a target</p>	<p>To create short sequences using shapes, balances and travelling actions</p> <p>To balance and safely use apparatus</p> <p>To jump and land safely from a height</p> <p>To develop rocking and rolling</p> <p>To explore traveling around, over and through apparatus</p>
<p>Fine Motor skills</p> 	<p>To use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a curved line</p> <p>To thread small beads</p> <p>To use small pegs</p> <p>To write taught letters using correct formation</p> <p>To use a hammer and saw</p>	<p>To hold scissors correctly and cut out large shapes</p> <p>To write letters using the correct letter formation and control the size of letters</p> <p>To use a hammer, saw and screwdriver</p>
<p>Comprehension</p> 	<p>To act out stories</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they are reading</p>

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<p><b>Word reading</b></p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k ck e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)</p> <p>To recognise taught Phase 2 and 3 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)</p> <p>To read words with double letters</p> <p>To begin to read longer words</p> <p>To recognise taught digraphs in words and blend the sounds together</p> <p>To read sentences containing Tricky Words and digraphs</p> <p>To read books matching their phonics ability</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k ck e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)</p> <p>To recognise taught Phase 2 and 3 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)</p> <p>To read longer words including those with double letters</p> <p>To read words with s/z/ in the middle</p> <p>To read words with -es/z/ at the end</p> <p>To read words with s and s/z/ at the end</p> <p>To read sentences containing Tricky Words and digraphs</p> <p>To read books matching their phonics ability</p>
<p><b>Writing</b></p>	<p>To form lowercase letters correctly</p> <p>To begin to write sentences using fingers spaces</p> <p>To understand that sentences start with a capital letter and end with a full stop</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p>	<p>To form lowercase letters correctly and begin to former capital letters</p> <p>To write sentences using finger spaces and full stops</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p>


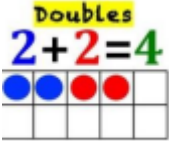
<b>Skill</b>	<b>Spring 1</b>	<b>Spring 2</b>
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<p>Number</p> 	<p>To recognise numbers 0-8</p> <p>To subitise to 5</p> <p>To find one more of numbers to 8</p> <p>To find one less of numbers to 8</p> <p>To explore the composition of 6, 7 and 8</p> <p>To match the number to quantity</p>	<p>To recognise numbers 0-10</p> <p>To explore the composition of 9 and 10</p> <p>To practise number bonds to 10</p> <p>To know addition facts to make 5</p> <p>To find one more of numbers to 10</p> <p>To find one less of numbers to 10</p> <p>To estimate a number of objects</p>
<p>Numerical Patterns</p> <p>Doubles</p> 	<p>To count to 15 To count objects to 10</p> <p>To compare quantities to 8</p> <p>To begin to understand the different between odd and even numbers up to 8 To combine two groups of objects</p>	<p>To count to 20 To compare quantities to 10</p> <p>To explore odd and even numbers</p> <p>To order numbers to 10 To count back from 10</p> <p>To combine two groups of objects</p> <p>To take away objects and count how many are left</p> <p>To find the missing number</p>



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<p>Shape, Space and Measure</p> 	<p>To order objects by height and length</p> <p>To order the days of the week</p> <p>To measure height using cubes</p> <p>To measure time</p> <p>To recognise 6 o'clock, 7 o'clock and 8 o'clock</p> <p>To begin to name 3D shapes</p> <p>To explore the properties of 3D shapes</p>	<p>To recognise 9 o'clock and 10 o'clock</p> <p>To recognise 10p</p> <p>To begin to name 3D shapes</p> <p>To explore the properties of 3D shapes</p>
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Skill	Spring 1	Spring 2
<p>Past and Present</p> 	<p>To talk about the lives of the people around us.</p> <p>To know that the emergency services exist and what they do.</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Emergency Services)</p>	<p>To know about the past through settings, characters and events encountered in books read in class and storytelling</p>
<p>People, Culture and Communities</p> 	<p>To talk about Chinese New Year.</p> <p>To know about people who help us within the local community,</p>	<p>To know that Christians celebrate Easter</p>

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<p>The Natural World</p> 	<p>To know about and recognise the signs of Winter</p> <p>To know some important processes and changes in the natural world including states of matter (freezing)</p>	<p>To know about and recognise the signs of Spring</p> <p>To know about features of my own immediate environment and how they might vary from another.</p> <p>To plant seeds</p>
<p>Technology</p> 	<p>To access, understand and interact with a range of technology within the Year R environment</p> <p>To draw pictures on IWB, changing colour and pen size</p>	<p>To use the IWB, changing games and programmes</p>

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Skill	Spring 1 Chinese Dragons	Spring 2 Kandinsky
<p>Creating with Materials</p> 	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To use a large paint brush and sponge to make a design.</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>To know how to work safely and hygienically</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing)</p> <p>To use tools to cut and join wood</p> <p>To know the names of tools</p>	<p>To use natural objects to make a piece of art (Andy Goldsworthy)</p> <p>To share creations and talk about the process</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>To make props and costumes for different role play scenarios</p> <p>To know how to work safely and hygienical</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating)</p>
<p>Being imaginative and expressive</p> 	<p>To join in with whole school singing assemblies</p> <p>To create musical patterns using untuned instruments</p> <p>To begin to create costumes and resources for role play</p>	<p>To perform songs at the Easter Concert To join in with whole school singing assemblies</p> <p>To associate genres of music with characters and stories</p> <p>To create costumes and resources for role play</p>