

# STOC Early Years Foundation Stage

## Learning Progression Overview

### History



Prime Areas of Learning - Knowledge and skills	
Communication and Language	
Listening and Attention	Speaking
<p>0-3</p> <ul style="list-style-type: none"> <li>Listen to others talk with interest</li> </ul> <p>3-4</p> <ul style="list-style-type: none"> <li>Listen to longer stories and can remember much of what happens</li> </ul> <p>RY</p> <ul style="list-style-type: none"> <li>Learn rhymes, poems and songs</li> <li>Engage in non-fiction books</li> </ul> <p>ELG</p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions</li> </ul>	<p>0-3</p> <ul style="list-style-type: none"> <li><b>Uses some descriptive language e.g. now and later, and language to describe the function of objects</b></li> <li><b>Uses plurals, pronouns and prepositions (not always correctly)</b></li> </ul> <p>3-4</p> <ul style="list-style-type: none"> <li>Uses a wider range of vocabulary</li> <li>Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions</li> <li><b>Can use sentences joined up with words like 'because' or 'and'</b></li> <li><b>Can use future and past tense</b></li> </ul> <p>RY</p> <ul style="list-style-type: none"> <li>Use new vocabulary</li> <li>Articulate their ideas and thoughts in well-formed sentences</li> <li>Connect one idea or action to another</li> <li>Describe events in some detail</li> <li>Use talk to help work out problems and organise thinking, and to explain why things might happen</li> <li>Use new vocabulary in different contexts</li> </ul> <p>ELG</p> <ul style="list-style-type: none"> <li>Participate in small group, class and 1:1 discussions, offering their own ideas</li> <li>Express their ideas and feelings about their experiences using full sentences, including past, present and future tenses and making use of conjunctions, with modelling and support</li> </ul>
Understanding	
<p>0-3</p> <ul style="list-style-type: none"> <li>Recognise and point to objects if asked about them</li> <li>Develop pretend play</li> <li>Identify familiar objects and properties when they are described e.g. 'blue car', 'shiny apple'</li> <li>Understand simple questions about 'who', 'what' and 'where'</li> </ul> <p>3-4</p> <ul style="list-style-type: none"> <li><b>Understand 'why' questions</b></li> </ul> <p>RY</p> <ul style="list-style-type: none"> <li>Talk about stories, building familiarity and understanding</li> <li>Learn new vocabulary</li> <li>Asks questions to find out more</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul>	

Personal Social and Emotional		
Self-Regulation	Managing Self	Building Relationships
<p>0-3</p> <ul style="list-style-type: none"> <li>Be able to express and talk about a range of emotions, in relation to themselves</li> <li>Talk about their feelings in more elaborate ways</li> </ul> <p>3-4</p> <ul style="list-style-type: none"> <li>Find solutions to conflicts and rivalries e.g. through talking</li> </ul>	<p>0-3</p> <ul style="list-style-type: none"> <li>Establish their sense of self</li> <li>Express their preferences and decisions, and start to establish their autonomy</li> <li><b>Is increasingly curious about their world.</b></li> <li><b>Start to see themselves as a separate person</b></li> </ul> <p>3-4</p>	<p>0-3</p> <ul style="list-style-type: none"> <li>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on</li> </ul> <p>3-4</p> <ul style="list-style-type: none"> <li>Play with one or more children, extending and elaborating each other's ideas</li> </ul>

<ul style="list-style-type: none"> <li>• Develop appropriate ways of being assertive</li> <li>• Develop an understanding of 'yours' &amp; 'mine'</li> </ul> <p>RY</p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual</li> <li>• Identify and moderate their own feelings socially and emotionally</li> <li>• Think about the perspectives of others</li> </ul> <p>ELG</p> <ul style="list-style-type: none"> <li>• Show an understanding of the feelings of others and begin to regulate their behaviour accordingly</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their sense of responsibility (e.g. being fair and honest, being able to work together, being a good citizen)</li> <li>• <b>Takes part in pretend play in different roles (e.g. nurse, archaeologist, king/queen)</b></li> <li>• Increasingly follow rules, understanding why they are important</li> </ul> <p>ELG</p> <ul style="list-style-type: none"> <li>• Explain the reason for rules, know right from wrong and try to behave accordingly</li> </ul>	<ul style="list-style-type: none"> <li>• Understand gradually how others may be feeling</li> </ul> <p>RY</p> <ul style="list-style-type: none"> <li>• Build constructive and respectful relationships</li> <li>• Express their feelings and consider the feelings of others</li> </ul> <p>ELG</p> <ul style="list-style-type: none"> <li>• Work and play cooperatively, including taking turns.</li> <li>• Show sensitivity to their own and others' needs</li> </ul>
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Specific Areas of Learning - Knowledge and Skills		
Mathematics	Understanding the World	
Shape, Space and Measure	Past and Present	People, Culture and Communities
<p>3-4</p> <ul style="list-style-type: none"> <li>• Begin to describe a sequence of events e.g. 'first, then...'</li> </ul> <p>RY</p> <ul style="list-style-type: none"> <li>• Compare size, length, weight and capacity.</li> <li>• <i>Understand the week is divided into days and the year into months</i></li> <li>• <i>Notice the passing of time e.g. morning, afternoon, evening and when key things happen</i></li> <li>• <i>Notice the passing of time between key events e.g. from Christmas to Easter and from one birthday to the next</i></li> </ul>	<p>3-4</p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history</li> <li>• Show an interest in different occupations</li> </ul> <p>RY</p> <ul style="list-style-type: none"> <li>• Name and describe people who are familiar to them</li> <li>• Comment on images of familiar situations in the past</li> <li>• Compare and contrast characters from stories, including figures from the past</li> </ul> <p>ELG</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their role in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>	<p>0-3</p> <ul style="list-style-type: none"> <li>• Make connections between the features of their family and other families</li> <li>• Notice differences between people</li> </ul> <p>3-4</p> <ul style="list-style-type: none"> <li>• Continue developing positive attitudes about differences between people</li> </ul> <p>RY</p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs</li> </ul> <p>ELG</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction</li> <li>• Know some similarities and differences between different religious and cultural communities in this country</li> </ul>