

## Progression checkpoints through the Early Years Foundation Stage



The following document should be used as a guide as to whether a child is considered to be 'on track' or 'not on track' at certain points in the year; the key points outlined in this document are not an exhaustive list nor should they be used as a tick list. Teacher judgement should be used alongside the Development Matters progression document and in conjunction with the checkpoints below. The new Statutory Framework aims to reduce the amount of time teachers spend formally assessing children against prescribed age bands and reflects well-known child development studies which clearly highlight that a child's developmental journey is not linear. A simple 'on track' or 'not on track' will provide the knowledge practitioners need to plan and adjust their provision as they would have done under the previous framework. In checking children's progress at certain points in the year, we are also looking to identify children who may need additional support whether that be in school or through outside agency involvement.

The new Framework brings with it reduced paperwork and a reduced focus on gathering observations in abundance. However, it could be argued that staff who are new to EYFS, have little support in place in order for them to make such judgments at checkpoints throughout the year- hence this document.

Areas of Learning		NURSERY			End of Nursery / Reception Baseline	RECEPTION		
		From 3 years	End of Autumn	End of Spring		End of Autumn	End of Spring	ELG
CL	Listening, Attention and Understanding	<p>Can the child shift from one task to another if you get their attention. Using the child's name can help: "Jason, please can you stop now? We're tidying up".</p> <p>Can follow simple instructions with three key words (e.g. Can you <i>wash dolly's face</i>?)</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</p> <p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>Shows an understanding of action words e.g. by pointing to the right action picture in a book.</p> <p>Will ask simple questions to gain information- What's your name?</p>	<p>Will stop and follow an instruction from an adult.</p> <p>Sits and listens to a story and is able to answer questions either verbally or by pointing.</p> <p>Will join in with some familiar vocabulary, language and repeated refrains from a story.</p> <p>Listens and joins in with singing time - not always accurate.</p> <p>Asks a wider range of questions.</p>	<p>Follows simple instructions most of the time.</p> <p>Joins in with repeated refrains in stories.</p> <p>Can remember and retell familiar stories.</p> <p>Enjoys joining in with known rhymes/ songs with increased confidence.</p> <p>Is becoming more confident in explaining their reasoning in response to how and why questions.</p>	<p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>Show a basic understanding of how to listen attentively within the classroom.</p> <p>Begin to develop social phrases, sometimes with the support of an adult.</p> <p>Begin to develop social interaction with peers in play, sometimes with the support of an adult.</p> <p>With adult support can begin to link experiences to develop understanding.</p> <p>Offers responses to a range of questions, sometimes with adult support.</p>	<p>In a variety of settings (e.g. carpet time, story time, assemblies, etc) starting to respond with relevant comments and questions.</p> <p>Developing social interactions with others, listening and responding to what they say.</p> <p>With increasing independence children will draw on previous experiences when making sense of new ones.</p> <p>Asks a range of questions to find out more linked to certain topics and interests.</p>	<p>Listen attentively and responds 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>

	Speaking	<p>Use the speech sounds p, b, m, w. Pronounce: • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as ‘banana’ and ‘computer’</p> <p>Can use around 300 words? These words include descriptive language, words for time (e.g. now and later), space (e.g. ‘over there’) and function (e.g. this sponge is for washing).</p> <p>Can link up to 5 words together.</p> <p>Can use pronouns (e.g. me, him, she). These may not always be used correctly at this stage.</p> <p>Can use some plurals correctly. These may not always be used correctly at this stage.</p> <p>Can use prepositions such as in, under and on. These may not always be used correctly at this stage.</p> <p>Asks simple questions Holds a conversation but may jump topic.</p>	<p>Is using a wider range of vocabulary (mainly based on experience)</p> <p>Is talking in basic sentences.</p> <p>Is using pronouns correctly more often.</p> <p>Uses prepositions more frequently and accurately.</p> <p>Can retell using the past tense almost correctly - I went down the slide, I saw a bird.</p>	<p>Using more complex sentences structures when speaking.</p> <p>Can use pronouns correctly when referring to others e.g. in a story, in play.</p> <p>Uses prepositions more frequently and accurately.</p> <p>More confidently using plurals in talk.</p> <p>Has an increasing control of tense but will still make mistakes such as ‘runned’.</p> <p>Asks lots of questions, when is it snack? Where is the...,Why is that dog barking?</p> <p>Can explain some of their actions and process using ‘because’.</p>	<p>Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</p> <p>Use a wider range of vocabulary.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>Use longer sentences of four to six words</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p>	<p>Can use newly taught vocabulary introduced in the setting with support.</p> <p>Beginning to use talk to work through problems and challenges on a day to day basis.</p> <p>Listen carefully to new rhymes and songs, paying attention to how they sound and repeating with adult support.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Will talk more extensively about something they are interested in.</p> <p>Asks and responds to ‘who?’ questions.</p> <p>Can connect one idea with another using a range of connectives e.g. ‘and’ and ‘because’, with adult support.</p>	<p>Can use a range of vocabulary (familiar and newly introduced) within context and a variety of situations (e.g in independent play)</p> <p>Can connect one idea with another using a range of connectives e.g. ‘and’ and ‘because’.</p> <p>Use talk to work through problems and challenges, organize thinking and activities and explain how things work and why.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Can independently recite taught rhymes, poems and songs.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words including within independent play.</p> <p>Articulates ideas and thoughts in well formed sentences.</p> <p>Links statements and will stick to the theme of the conversation for longer periods without jumping topic.</p> <p>Asks and responds to ‘who?’, ‘when?’, ‘what?’ and ‘why?’ questions.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using 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>
PSED	Self-Regulation	<p>Shows a range of emotions and will sometimes need help regulating.</p> <p>Becoming increasingly able to talk about and manage their emotions.</p>	<p>Has an increased vocabulary when talking about emotions.</p> <p>Can listen for increasing periods of time on the carpet.</p>	<p>Has a developing vocabulary when talking about a wider range of feelings and emotions,</p> <p>Is showing an increased ability to sit and engage during adult led sessions.</p>	<p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>Understand gradually how others might be feeling.</p>	<p>Can identify and talk about different feelings e.g. happy, upset, cross</p> <p>Beginning to explain to an adult why they are feeling a certain way e.g. happy, sad, angry</p>	<p>Identifies, talks about and links events with feelings e.g. she is happy because she found her lost teddy</p> <p>Follow two-step instructions independently</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</p>

		<p>Has a growing independence.</p> <p>Beginning to gain a simple understanding thar actions have consequences.</p> <p>With support, can follow instructions.</p> <p>Can sometimes have feelings of frustration e.g. when waiting there turn, or wanting to do something</p>	<p>Will stop and follow instructions from an adult even when they are busy playing - stop and tidy up etc.</p> <p>With adult support, is beginning to talk about ways to solve conflict.</p>	<p>Follows instructions with increased independence.</p> <p>Managing their impulses more when faced with a challenge, waiting their turn more readily.</p> <p>Is aware of how to ask for help to solve conflicts more often.</p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Talk with others to solve conflicts.</p> <p>Develop appropriate ways of being assertive.</p>	<p>Follows familiar, routined instructions independently. “Bounces back” quicker after upsets and with more independence.</p>	<p>Beginning to solve small conflicts by being aware of others feelings and using talk to speak with others effectively e.g. ‘please don’t do that, I don’t like it’. Wait with increased patience, when necessary, e.g. when waiting for a turn on the computer.</p>	<p>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 a ability to follow instructions involving several ideas or actions.</p>
	Managing Self	<p>Uses the toilet but may need support at times. May need reminding to wash hands.</p> <p>Recognises that they can make their own choice - makes choices based on their own thoughts and ideas.</p>	<p>Uses the toilet with increased independence, dressing themselves and hand washing.</p> <p>Sees that they are part of a group peer/ class and begin to understand how to work with others within a group.</p> <p>Can comment on the rules established in the setting,</p>	<p>Developing independence in own needs e.g. toileting and beginning to put own coat on.</p> <p>Shows a sense of belonging- enjoys feeling part of a social group.</p> <p>Enjoys praise which includes collective praise.</p> <p>Can explain some of the rules in Nursery and why we should follow them</p> <p>Beginning to understand healthy and unhealthy food choices if given a choice.</p>	<p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Uses the toilet independently and washes their hands well, knowing why this is important.</p> <p>Can put on/take off coat independently.</p> <p>Tries new activities independently or with peers.</p> <p>Aritculate and abide by most basic classroom rules.</p> <p>Beginning to talk about their own healthy choices.</p>	<p>Dress and undress for PE independently.</p> <p>Can dress and undress for PE independently.</p> <p>Begin to try new activities and persevere when something is challenging.</p> <p>Begin to work on short tasks more independently.</p> <p>Begin to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset.</p> <p>Beginning to talk about healthy choices and develop some understanding of why,</p> <p>Sort healthy foods from less nutritional food.</p> <p>Discuss healthy food choices.</p> <p>Discuss sensible choices.</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>

	<b>Building Relationships</b>	<p>Will leave their adult with some support.</p> <p>Seeks a Nursery adult for comfort/ support.</p> <p>Beginning to enjoy the company of other children in their play.</p>	<p>Will separate from parent/carer and shows signs of feeling safe within setting.</p> <p>Will play alongside other children and begins to spend more time playing with one or more children.</p>	<p>Happy and settled with familiar adults and beginning to become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Seeks other children to play with and joins in their play.</p> <p>Increased confidence with new activities and social situations.</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Develop their sense of responsibility and membership of a community.</p>	<p>Joins in with a group of children who are playing, including new peers.</p> <p>Forms some closer friendships and seeks them out to initiate play.</p> <p>Speaks to peers within a game or activity.</p> <p>Take turns, with adult support, e.g. when playing a board game.</p> <p>With adult support beginning to understand different perspectives and alter behavior accordingly.</p>	<p>Holds back &amp; forth conversations, listening to their peers' ideas and responding appropriately.</p> <p>Shows understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way.</p> <p>Shows empathy in simple ways, e.g. finding an adult for a child who is hurt.</p> <p>Takes turns with a little support from an adult or with the systems in place, e.g. sand timers.</p>	<p>Work and play cooperatively and take turns with others;</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and others' needs.</p>
<b>PD</b>	<b>Gross Motor Skills</b>	<p>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</p> <p>Walk, run, jump and climb – and start to use the stairs independently.</p> <p>Spin, roll and independently use ropes and swings (for example, tyre swings).</p> <p>Can clap and stomp to music.</p> <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Enjoy starting to kick, throw and catch balls.</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>Build independently with a range of appropriate resources.</p> <p>Use large and small motor skills to do things independently, for example</p>	<p>Demonstrates increasing control of bodily movements e.g. when kicking, rolling, running, hopping.</p> <p>Building independence when climbing stairs.</p> <p>Able to adjust their speed appropriately and with more control.</p> <p>Is building independence when using equipment such as peddling a trike, using a balance bike, etc.</p> <p>Enjoys exploring kicking, throwing and catching balls.</p> <p>Mark makes on a large scale.</p> <p>Beginning to use independence such as attempting to fasten zip on coat, feed self, etc.</p>	<p>Has more control of bodily movements when engaging with gross movements.</p> <p>Can adjust speed appropriately and with control.</p> <p>Balances for longer periods of time.</p> <p>Is beginning to use alternating feet when going up steps, stairs and climbing on apparatus.</p> <p>Showing increased control when kicking, throwing and catching balls.</p> <p>Able to make decisions more independently when matching their developing physical skills to tasks and activities in the setting.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p>	<p>Can complete an obstacle course which requires various movements such as crawling, balancing, with support.</p> <p>Develop ball skills with adult support including throwing, catching, kicking, passing, batting and aiming.</p> <p>With adult support explore using a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Developing independence with overall body strength, co-ordination, balance and agility in a variety of ways e.g. completing an obstacle course, using apparatus, etc.</p> <p>Can roll, crawl, walk, jump, run, hop, skip and climb confidently.</p> <p>Uses bodily movements in a more fluent way, combining different movements.</p> <p>Develop ball skills with adult support including throwing, catching, kicking, passing, batting and aiming.</p> <p>Can throw, catch, kick, pass, bat and aim when using balls confidently, competently and with good accuracy and precision.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone.</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>manage buttons and zips, and pour drinks.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>Start eating independently and learning how to use a knife and fork.</p>			<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>			
	<b>Fine Motor Skills</b>	<p>Develop manipulation and control.</p> <p>Will explore different materials and tools.</p> <p>May show preference of dominant hand.</p> <p>Holds marking making tools in a fist grip.</p> <p>Turns pages in a book.</p>	<p>Showing increased control of smaller tools.</p> <p>Attempting to use scissors correctly, with adult guidance.</p> <p>Mark makes with a range of finer tools such as pencils, crayons, etc.</p> <p>Showing more preference for a dominant hand.</p>	<p>Can collect smaller objects and move them with accuracy - beads etc.</p> <p>Has more control when using scissors e.g. can follow a pre-drawn line/mark.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Show a preference for a dominant hand.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Beginning to use a range of tools safely e.g. pencils, scissors, knives and forks.</p> <p>Is working towards holding a pencil in a tripod grip.</p> <p>Is making a variety of pre-mark making lines with some accuracy,</p>	<p>Using a range of tools with increasing control.</p> <p>Can use a range of tools with good fine motor skills e.g. pencils, scissors, knives and forks.</p> <p>Has established tripod grip when writing and drawing.</p> <p>Is making a variety of pre-mark making lines and shapes with accuracy.</p>	<p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Uses a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
<b>L</b>	<b>Comprehension</b>	<p>Copy finger movements and other gestures (e.g. when singing/listening to a story).</p> <p>Pay attention and respond to the pictures or the words.</p> <p>Ask questions about the book. Make comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p>	<p>Sing songs and say rhymes independently, for example, singing whilst playing</p> <p>Listens to and joins in with stories and poems, when reading in small group</p> <p>To be able to turn the pages correctly in a book without support,</p> <p>To understand that print has different meanings - for example using a menu to order food in the home corner, looking at a book etc</p>	<p>Begins to be aware of the way stories are structured, and to tell own stories</p> <p>Is beginning to label different parts of a book, with adult guidance.</p> <p>Explores print and its meanings in independent play.</p> <p>Showing a basic understanding that English can be read from left to right and from top to bottom.</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"><li>• print has meaning</li><li>• print can have different purposes</li><li>• we read English text from left to right and from top to bottom</li><li>• the names of the different parts of a book</li><li>• page sequencing</li></ul> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Re-enacts and reinvents some stories they have heard in their play</p> <p>Can make a prediction about a story by using the front cover.</p> <p>Describes characters from the story in increasing detail.</p> <p>Enjoys an increasing range of print and digital books, both fiction and non-fiction</p>	<p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p> <p>Describes characters from the story, main story settings and events in increasing detail.</p> <p>Re-read what they have written to check it makes sense.</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 (when appropriate) 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>
	<b>Word Reading</b>	<p>Enjoy sharing books with an adult.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Notice some print, such as the first letter of their name,</p>	<p>Can recall an increasing range of songs and rhymes.</p> <p>To notice some print such as the first letter of their name, familiar signs and labels in a wider range of places.</p> <p>Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to</p>	<p>Can recognise rhymes in familiar texts.</p> <p>Be aware of and talk about print in a range of situations in and around the setting.</p> <p>Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps.</p>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"><li>• spot and suggest rhymes</li><li>• count or clap syllables in a word</li><li>• recognise words with the same initial sound, such as money and mother</li></ul>	<p>Is beginning to read individual letters by saying the sounds for them</p> <p>Can supply words with the same initial sound for most taught single sounds.</p> <p>Beginning to blend and read CVC words containing known letter-sound correspondences.</p>	<p>Recognise all taught single sounds including some digraphs</p> <p>Begins to recognise some written names of peers, siblings or Mummy and Daddy</p> <p>Beginning to segment to identify how many sounds are in a word.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs</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</p>

		a bus or door number, or a familiar logo.	select apps with adult support.  Shows interest in illustrations in books and digital print	Can clap syllables in their own name.			Is reading phonetically decodable books with increasing confidence in word reading, their fluency and their understanding and enjoyment is developing.  Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words.  Children will link sounds to names, naming an sounding the letters of the alphabet.	some common exception words
	Writing	Enjoy drawing freely.  Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”  Make marks on their picture to stand for their name.  May show preference of dominant hand.	Children will enjoy drawing freely. They may add a wider range of marks to their drawings and say “That says Mummy” or “My name”  Can imitate some shapes such as lines and circles.	Has more control when drawing/imitating pre-writing shapes.  Children may be able to form some recognisable letters.  Children may be able to copy letters from their name.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.  Write some or all of their name.  Write some letters accurately.	Children will begin to make anticlockwise movements and retrace vertical lines.  Children will be able to form/write recognisable letters that match their current phonics teaching.  Some children will be able to segment simple CVC words and spell them correctly.	Children use writing for a wider range of purposes such as labels, captions and lists with increased independence.  Can form some lowercase and uppercase letters correctly.  Children write short sentences with words with known sound-letter correspondences, some using a capital letter and full stop.  Can re-read what they have written to check that it makes sense.  Beginning to use capital letters and full stops when writing a sentence.	Write recognisable letters, most of which are correctly formed.  Spell words by identifying sounds in them and representing the sounds with a letter or letters.  Write simple phrases and sentences that can be read by others.
M	Number	Take part in finger rhymes with numbers.  Count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’.  Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	Recites numbers up to 3 in order in rhymes and songs.  Can represent number one or two on fingers.  Can hear three claps, actions etc.  Can count up to three objects from a larger set.  Understand that the last number represents the total set up to three (cardinal principle)	Recites numbers up to 4 in order in rhymes and songs.  Can represent number one or two on fingers.  Can hear four claps, actions etc  Can count up to three objects from a larger set.  Understand that the last number represents the total set up to three (cardinal principle)  Beginning to recognize numbers, 0-3.	Recite numbers past 5.  Say one number for each item in order: 1,2,3,4,5.  Show ‘finger numbers’ up to 5.  Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  Link numerals and amounts: for example, showing the	Identify different representations of 1 - 5 including numerals  Subitise 1 - 5  Represent 1 – 5 using objects, marks and match to numerals.  1 more (1-5) understand that as they count, each number is one more than the last  1 less (1-5) understand that as the count back, each number is one less than the last  Composition of 1 - 5	Say one number for each item in order to 10.  Can represent numbers up to 10 on my fingers.  To be able to represent amounts up to 10 on a tens frame.  To be able to recognize amounts (subitise) on a dice.  Count out up to 10 from a larger group. Can count objects, actions and sounds up to 10.  To match number to quantity up to 10, e.g. dot arrangements on a dice.	Have a deep understanding of number to 10, including the composition of each number.  Subitise (recognise quantities without counting) up to 5.  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>right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p>	<p>understand that each number is made up of smaller parts</p>	<p>I can recall what one more or one less than a given number to 10 is.</p> <p>Beginning to recall number bonds to 5.</p> <p>I can add and subtract with amounts to 5 independently and amounts to 10 with adult support.</p> <p>Becoming confident with more mathematical terms e.g. pattern, add, halve, subtract, double, subitise, share, part, odd, even, total, whole, altogether, minus, take away, equal to, the same as.</p>	
	<b>Numerical Patterns</b>	<p>Compare amounts, saying ‘lots’, ‘more’ or ‘same’.</p> <p>React to changes of amount in a group of up to three items.</p>	<p>Using language such as more than, less than, fewer to compare amounts with adult support.</p>	<p>Beginning to use language such as more than, less than, fewer.</p>	<p>Compare quantities using language: ‘more than’, ‘fewer than’.</p>	<p>Comparing amounts using more and fewer</p> <p>My day and night use language such as ‘first’, ‘then’, ‘after’, ‘before’, ‘day’, ‘night’, ‘morning’, ‘afternoon’, ‘today’ and ‘tomorrow’ and recognise what happens in the day compared to at night</p> <p>Explore simple patterns recognise that a pattern is a repeated unit</p> <p>copy and continue basic AB patterns</p> <p>Create simple patterns create their own simple AB patterns</p>	<p>Can compare groups of objects that are more, less or the same as up to 10, using language such as more, fewer etc.</p> <p>Verbally count to 10 recognising the pattern of the counting system e.g counting forwards and backwards.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>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>
	<b>Shape, space and measures</b>	<p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</p> <p>Climb and squeeze themselves into different types of spaces.</p> <p>Complete inset puzzles.</p> <p>Build with a range of resources.</p> <p>Compare sizes, weights etc. using gesture and language -</p>	<p>Demonstrating spatial awareness in play.</p> <p>Beginning to use modelled language with support, e.g. use language to talk about shapes - sharp, pointy or curvy.</p> <p>Beginning to choose appropriate shapes when building e.g. knowing that a sphere won’t work at the bottom of a building</p>	<p>Using own language to talk about and describe 2D and 3D shapes e.g. pointy.</p> <p>Uses mathematical language linked to size, length, weight and capacity in play, after modelled language.</p> <p>Developing awareness of choosing appropriate shapes when building.</p> <p>Beginning to identify patterns in the environment e.g. stripes on clothes.</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p>	<p>Matching physical objects with other physical objects</p> <p>Matching objects with pictures, before matching pictures with pictures</p> <p>Identify a set-see groups of objects as sets eg. Knife, fork, spoon</p> <p>Sort objects to a type collections of objects can be sorted based on attributes such as colour, size or shape</p> <p>Explore sorting techniques</p>	<p>Combines shapes to make new ones, e.g. arch, bigger triangles etc.</p> <p>Can identify 2D shapes within 3D shapes.</p> <p>Can manipulate shapes using their spatial reasoning skills, including the solving of more complex jigsaws.</p> <p>Can use ‘heavier’, ‘lighter’, ‘full’, ‘empty’ independently.</p>	<p>No ELG but included as stated in the EYFS Framework (p. 10):</p> <p><i>In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures</i></p>

		<p>‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.</p> <p>Notice patterns and arrange things in patterns.</p>	<p>Beginning to use language related to size and weight more in play.</p> <p>Beginning to use some positional language, during routines and in independent play.</p> <p>Beginning to compare patterns and shapes, e.g. same or different.</p>	<p>Able to identify positional language through pictures e.g. ‘that cat is under the table’.</p> <p>Can compare patterns and shapes, e.g. same or different.</p> <p>Increasing awareness of AB patterns.</p> <p>Describes routes, e.g. over an obstacle course or how water travels through guttering.</p>	<p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p>	<p>sort in different ways using more than one attribute</p> <p>Create sorting rules and figure out why objects have been sorted into a group</p> <p>Compare size use of language such as ‘big’, ‘little’, ‘large’ and ‘small’</p> <p>Compare mass use of language such as ‘heavy’ and ‘light’ knowing that the heavier object is lower on the balance scale</p> <p>Compare capacity use the language ‘this holds the most’ and ‘this holds the least’</p> <p>Recognise squares, rectangles, circles and triangles and begin to describe their properties</p> <p>Combine squares, rectangles, circles and triangles make new shapes.</p> <p>Recognise squares, rectangles, circles and triangles in the environment</p> <p>Describe position and use positional language such as ‘in’, ‘on’, ‘under’, ‘over’, ‘beside’, ‘between’, ‘in front of’, ‘around’, ‘through’ and ‘behind’</p>	<p>Can use the correct positional language to describe where something is.</p> <p>To notice an AB pattern and continue it.</p>	
UW	Past and Present	<p>Children will begin to notice difference between people (old and young).</p> <p>Children may begin to use vocabulary related to age such as old, baby, mummy, grandad etc.</p>	<p>Children may begin to make sense of their own life story and family’s history.</p> <p>They will recognise familiar family members in photographs.</p> <p>They may be able to describe a significant event linked to a photograph (wedding, holiday, party etc).</p>	<p>Children will be more confident describing a significant event linked to a photograph (wedding, holiday, party etc).</p> <p>They may still use the word “yesterday” to describe something that happened in the past.</p>	<p>Begin to make sense of their own life-story and family’s history</p>	<p>Children can talk about members of their immediate family.</p> <p>Children can name and describe people who are familiar to them.</p> <p>Children can comment on past experiences e.g. ‘I went to the park at the weekend’</p> <p>Children will be able to put pictures in chronological order (up to 3) – baby, teenager, grandparent.</p>	<p>Children can identify different members of the community.</p> <p>Children can comment on images of familiar situations in the past.</p> <p>Children will be able to talk about stories that are set in the past and they will recognise some differences between then and now (types of furniture, types of activities, clothing etc).</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>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>



	<b>People, Culture and Communities</b>	<p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p>	<p>Shows interest in the lives of people who are familiar to them.</p> <p>Develop positive attitudes about the differences between people.</p> <p>Understand that they have similarities and differences that connect them to, and distinguish them from, others.</p>	<p>Enjoy joining in with family customs and routines. Continue developing positive attitudes about the differences between people.</p> <p>Show interest in different ways of life indoors and outdoors.</p> <p>Beginning to recognise some of things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>	<p>Show interest in different occupations.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Explains and enjoys joining in with family customs and routines.</p> <p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>Knows that other children do not always enjoy the same things, and is sensitive to this.</p>	<p>Name, understand and explain that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore simple maps being to explain them.</p>	<p>Describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on 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>
	<b>The Natural World</b>	<p>Explore materials with different properties.</p> <p>Explore natural materials, indoors and outside.</p> <p>Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Notices detailed features of objects in their environment.</p>	<p>Explore materials with different properties with more independence.</p> <p>Explore natural materials, indoors and outside with more independence.</p> <p>Can talk about things they have observed such as plants, animals, natural and found objects.</p> <p>Talks about why things happen and how things work.</p> <p>Begins to understand growth, decay and changes over time.</p> <p>Shows care and concern for living things and the environment.</p>	<p>Developing approach to using all their senses in hands on exploration of natural materials.</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Begin to understand the effect their behaviour can have on the environment.</p>	<p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Explore how things work.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Explain the differences and similarities between materials and changes they notice.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Explain the need to respect and care for the natural environment and all living things.</p> <p>Describing the changing seasons on the natural world around them.</p>	<p>Explore and comment on the natural world around them,</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Beginning to talk about the life cycle of different animals.</p> <p>Plant seeds and care for growing plants explaining how they grow.</p>	<p>Explore the natural world around, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around and contrasting environments, drawing on 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>
<b>EAD</b>	<b>Creating with Materials</b>	<p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their</p>	<p>Developing mark making skills where drawings are beginning to represent intention.</p> <p>Uses a variety of colours.</p>	<p>Mark making with more accuracy e.g. when drawing lines, representations etc.</p> <p>Talks about different textures</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p>	<p>Uses simple tools and techniques competently and appropriately.</p>	<p>Creates collaboratively, sharing ideas, resources and skills with other children.</p> <p>Explore, use and begin to refine a variety of artistic</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, from and function</p>

		<p>bodies as well as brushes and other tools. Explore different materials, using all their senses to investigate them.</p> <p>Manipulate and play with different materials.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p>	<p>Explores what happens when colours mix.</p> <p>Joins construction pieces together to build and balance.</p>	<p>create closed shapes with continuous lines which represent objects that can be spoken about or identified.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p>	<p>Join different materials and explore different textures.</p> <p>Explore colour and colour mixing.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Experiments with creating different things and talks about their uses.</p> <p>Beginning to build on previous learning, sometimes with adult support.</p>	<p>effects to express their ideas and feelings.</p> <p>Develop ability to build on previous learning, refining ideas and representing them.</p>	<p>Share their creations, explain the process they have used</p> <p>Make use of props and materials when role playing in narratives and stories</p>
	Being Imaginative and Expressive	<p>Show attention to sounds and music.</p> <p>Respond emotionally and physically to music when it changes.</p> <p>Move and dance to music.</p> <p>Anticipate phrases and actions in rhymes and songs.</p> <p>Explore their voices and enjoy making sounds.</p> <p>Join in with songs and rhymes, making some sounds.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of soundmakers and instruments and play them in different ways.</p> <p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p> <p>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone</p>	<p>Sings familiar nursery rhymes.</p> <p>Explores different musical instruments and can talk about the sound it makes.</p> <p>Developing pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone</p>	<p>Sings familiar songs or make up their own songs.</p> <p>Sing songs clearly using correct words that have been learned.</p> <p>Moves and dances with more control to different types of music.</p> <p>Begins to act out different scenarios using props to enhance imaginative play.</p> <p>Beginning to respond to what they have heard, expressing their own thoughts and feelings.</p> <p>Beginning to represent different feelings and emotions e.g. through roleplay, paintings, etc.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Show different emotions in their drawings – happiness, sadness, fear, etc.</p> <p>Remember and sing entire songs.</p>	<p>Takes on different roles and acts out scenarios in a small group.</p> <p>Sings in a group, following a melody.</p>	<p>Develop storylines in their pretend play.</p> <p>Listens attentively, moves to and talks about music, expressing how it makes them feel.</p> <p>Sings on their own, increasingly matching the pitch and following the melody.</p> <p>Can talk about dance and performance art, expressing their feelings and responses.</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 try to move in time with music.</p>

					<div>Sing the pitch of a tone sung by another person ('pitch match').</div> <div>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</div> <div>Create their own songs or improvise a song around one they know.</div> <div>Play instruments with increasing control to express their feelings and ideas.</div>			
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