

- As stated in the Development Matters, the Early Years curriculum should not be designed to be used as a tick list for development and instead is designed to help make informed decisions about what a child needs to learn and to be able to do next and where they are in their learning journey/development. This document has been designed to support both planning and assessment as a 'best fit' model when looking at children as individuals and what, as a trust, we feel are the steps needed to build strong foundations for successful progress. Each school will have their own wider demographics that will need to be taken into consideration, as well as their own schemes of work, for example, their phonics scheme.
- This is a very useful guide that we would recommend sharing with parents/carers to support their understanding of their child's development in the early years: <https://foundationyears.org.uk/files/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf>

Communication and Language	Baseline	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening and Attention	<p>Listens to others in one-to-one or small groups when conversation interests them.</p>	<p>Maintain attention for short periods of time in new situations e.g., during assembly times as well as familiar ones.</p>	<p>Listen attentively in a range of situations</p>	<p>Listens to and understand instructions about what they are doing, whilst busy with another task.</p>	<p>Ask and answer 'what', 'when', 'where', 'how' questions relevant to what they are doing at that moment.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments, and actions.</p>
Understanding	<p>Showing sustained attention when listening to rhymes, songs and stories and beginning to recall key phrases.</p>	<p>Can stay with a self selected task for longer periods of time rather.</p>	<p>Maintains focused attention, concentrating and sitting quietly for short periods of time in the classroom.</p>	<p>Keeps play going in response to the ideas of others and engage in conversation relevant to play theme</p>	<p>Make relevant comments, actions, and questions in response to what they hear.</p>	<p>Attends to others in play, plays co-operatively with others and can pretend to be someone else talking.</p>
Speaking	<p>Begin to shift attention when required.</p>	<p>Know how to listen carefully e.g., look at the speaker, think about what they are saying.</p>	<p>Stays with an activity that has been set by an adult, not just a self-chosen task.</p>	<p>Ask questions to find out more details, showing an interest in a particular topic.</p>	<p>Asks questions more regularly to clarify understanding.</p>	<p>Engages in back and forth exchanges with both peer and adults.</p>
	<p>Can recall events from a familiar story</p>	<p>Make relevant comments when listening to stories and answer a <i>why</i> question based upon what has been read.</p>	<p>Listens to peers when engaging in play.</p>	<p>Use well-formed sentences to share their thoughts and ideas.</p>	<p>Listens and responds to ideas expressed by others in conversation discussion or during play.</p>	<p>Understands questions such as <i>who; why; when; where and how.</i></p>
	<p>Beginning to understand <i>how</i> and <i>why</i> questions.</p>	<p>Link events in a story to their own experiences.</p>	<p>Begin to ask questions to check they understand what they have heard.</p>	<p>Use talk to clarify thinking, connect ideas and share thinking with others. Retell and/or create their own stories for a teacher to scribe.</p>	<p>Use new vocabulary and knowledge from non-fiction books in conversation and in play. Show understanding of 'how', 'why' and 'where' questions.</p>	<p>Understand that words can be put into groups or categories and give examples from each category, such as animals, vehicles, food etc.</p>
	<p>Follow a two part instruction</p>	<p>Use intonation to make meaning clear to others</p>	<p>Respond appropriately and make relevant comments about what they have heard.</p>	<p>Use simple conjunctions such as 'and' and 'because' with increasing confidence.</p>	<p>Uses talk to organise, sequence and clarify thinking, ideas, feelings, experiences, and events.</p>	<p>Use words correctly to demonstrate understanding.</p>
	<p>Use short simple sentences of 4-6 words to communicate, sometimes using conjunctions.</p>	<p>Start a conversation with peers and a familiar adult. continuing for many turns.</p>	<p>Uses language to imagine and recreate roles and experiences in play situations.</p>	<p>Use talk to help solve problems and organise thinking and activities.</p>	<p>Use a range of tenses with increasing accuracy.</p>	<p>Introduces a storyline or narrative into their play using learnt vocabulary.</p>
	<p>Use talk to organise themselves and their play.</p>	<p>Retell a past simple event e.g., how they fell over.</p>	<p>Begin to demonstrate the use of past tense verbs such as ran or fell, with some accuracy.</p>	<p>Demonstrate the use of past tense verbs such as ran or fell with increasing confidence and begin to use future tense</p>		<p>Speak clearly in well-formed sentences with some detail.</p>
	<p>Begin to talk about things that are of particular importance to them.</p>	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p>Recount events that have happened in detail</p>			<p>Use new vocabulary in different contexts.</p>
	<p>What does this look like?</p>		<p>Begin to independently use simple conjunctions in talk to</p>			
	<p>If a child is playing with a toy, they are still aware of the</p>					

	<p>environment around them and turn their attention when needed. For example if their name is called.</p> <p>An example of a two part instruction: please put your bottle away and get your coat.</p> <p>An example of organising themselves in play 'let's go on a bus, you sit there and I'll be the driver'</p> <p>An example of conjunctions 'I like ice cream because it makes my tummy shiver'</p>	<p>Orally compose a sentence and hold it in memory to share with others.</p> <p>Talks more extensively about things that are of particular importance to them.</p>	<p>link thoughts such as 'and' and 'because'.</p>	<p>within oral sentences such as 'I will play outside'.</p>		<p>Use past, present, and future tenses when in conversation with peers and adults.</p> <p>Use conjunctions to extend and articulate their ideas, join phrases with words such as 'if', 'so', 'could', 'because'.</p> <p>Offer explanations, using new vocabulary, during 1:1, small group, and whole class discussions.</p>
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ELG: Listening, Attention and Understanding
 Children at the expected level of development will:
 - 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
 - Make comments about what they have heard and ask questions to clarify their understanding
 - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking
 Children at the expected level of development will:
 - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
 - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
 - 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.

Personal, Social and Emotional Development	Baseline	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Self-regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>Show an awareness of their own feelings and talk about a wider range of feelings.</p> <p>Know who to seek support from and begin to explore different ways to manage their emotions.</p> <p>Understands why rules are important and begins to follow them accordingly.</p> <p>Adapting themselves to suit different environments and social situations.</p>	<p>Talks about their own and others' feelings and behaviour and its consequences.</p> <p>Can show concern for others and show awareness of how their actions may impact on others.</p> <p>Begin to express their feelings and consider the perspective of others.</p> <p>With increasing independence begin to take turns and share resources.</p>	<p>Attempts to repair a relationship or situation with support.</p> <p>Can show pride in achievements by showing their work to others.</p> <p>Explore and use a range of learnt strategies to manage big emotions.</p> <p>Can identify how they are feelings in line with school's behaviour systems.</p>	<p>Seeks support, 'emotional refuelling' and practical help in new or challenging situations.</p> <p>Can make choices in play and communicate what they need.</p> <p>Can name people in school that they can turn to if they need help or are worried.</p> <p>With support develop skills to listen to the feelings of others and act accordingly.</p>	<p>Is aware of behavioural expectations and sensitive to the ideas of justice and fairness.</p> <p>Will initiate an apology where appropriate.</p> <p>Show an awareness that other people respond and think differently to them.</p> <p>Can follow instructions, requests, and ideas in a range of situations.</p>	<p>Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise.</p> <p>With increasing independence, find strategies to successfully manage big emotions.</p> <p>Can consider the perspective of others.</p> <p>Can set and work towards a simple goal.</p>

EYFS Progression Document

Year Group: Reception

	<p>Know what they like and dislike.</p> <p>Show an awareness of rules and behavioural expectations within the classroom and take on some responsibilities.</p> <p>Manage their own personal hygiene such as going to the toilet.</p> <p>Shows some independence when putting on coats, shoes, wellies etc.</p> <p>With support can make healthy choices and beginning to understand why they are important.</p> <p>Starting to build constructive and respectful relationships.</p> <p>Engage in positive interactions with adults and peers.</p> <p>Play collaboratively with one or more children, sometimes initiating play.</p> <p>Becoming more able to leave main carers in new situations with support from a familiar adult.</p> <p>What does this look like?</p> <p>An example of taking on responsibility: tidying away after using resources, taking on a job role like collecting fruit for snack and following routines.</p> <p>An example of knowing the impact of their actions: Seeing a child upset and offering</p>	<p>Can usually tolerate delay when needs are not immediately met.</p> <p>Can say when they need help.</p> <p>Is more aware of their relationship to particular social groups and sensitive to prejudice and discrimination.</p> <p>With some support can get dressed and undressed for PE sessions.</p> <p>Can independently choose an area they would like to play in or resources they would like to use.</p> <p>Show an awareness of right and wrong.</p> <p>Develop a particular friendship with other children, which help them understand different points of view and to challenge their own and others' thinking.</p> <p>Continue to build constructive and respectful relationships with others.</p>	<p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group.</p> <p>Can independently manage and communicate their own needs, including eating, drinking, accessing snack, going to the toilet, and knowing when to rest.</p> <p>Can talk about healthy and unhealthy foods and understand the importance of healthy food choices.</p> <p>Know what behaviour constitute right and wrong.</p> <p>Begin to show persistence when faced with challenges.</p> <p>Is increasingly flexible and cooperative as they are more able to understand other peoples' needs, wants and behaviours.</p> <p>Seek familiar adults and peers to share interests with and ask for help.</p>	<p>Can describe their competencies, what they can do well and are getting better at, describing themselves in positive but realistic terms.</p> <p>Can explain right from wrong and try to behave accordingly.</p> <p>Can independently get dressed and undressed for PE sessions.</p> <p>Show some resilience and perseverance when faced with challenges.</p> <p>Knowing it is important to work together, to look after our classroom resources and our school grounds.</p> <p>Can reflect on the work of others and self-evaluate their own work.</p> <p>Is increasingly socially skilled and will take some steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support.</p> <p>Can keep play going by cooperating, listening, speaking, and explaining.</p> <p>Use language to negotiate, play and organise.</p>	<p>Has a clear idea about what they want to do in their play and how they want to go about it.</p> <p>Can talk about their own abilities positively.</p> <p>Confident to try new activities and say why they like things more than others.</p> <p>Show resilience and perseverance in the face of challenges.</p> <p>Follow instructions with multiple components.</p> <p>Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.</p> <p>Beginning to respect a different point of view and work together in collaboration.</p>	<p>Can show sensitivity to others' needs and feelings.</p> <p>Talk about self, abilities and interests in positive terms.</p> <p>Can seek out a challenge and enjoy the process.</p> <p>Understand what it means to keep healthy, has knowledge of food groups, and knows exercise keeps the body healthy.</p> <p>Can take account of the ideas of others about how to organise an activity.</p> <p>Is proactive in seeking adult support and able to articulate their wants and needs.</p> <p>Can resolve conflict and is able to compromise.</p> <p>Take responsibility for their own actions.</p>
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them a toy, knowing that if they push another child they could get hurt/become sad.

An example of healthy choices might be washing their hands to keep germs away or running to have a healthy body.

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- 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.

ELG: Managing Self

Children at the expected level of development will

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.

Physical development	Baseline	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross motor skills	Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, walking, hopping, jumping etc.	Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk.	Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance.	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	Travels with confidence and skill around, under, over and through balancing and climbing equipment.	Shows increasing control over an object in pushing, patting, throwing, catching, or kicking it.
Fine motor skills	Can sit showing some core strength when needed. Can understand and choose how to move across different objects/terrains. Can climb up and down stairs using alternate feet. Has an awareness of their body in space. Can run safely on whole foot.	Sitting on the carpet, or in a chair, showing more refined core strength for short periods of time. Use rotated shoulder movements to manipulate large play resources or writing materials. Explore a range of large and small apparatus both indoors and outdoors. Develop confidence when engaging in activities that involve a ball.	Showing more control by refining different ways to move. Sitting on the carpet, or in a chair, showing more refined core strength for longer periods of time. Use rotated shoulder and elbow movements to manipulate resources in play. Begin to develop a range of ball skills such as kicking, passing, batting and aiming.	Confidently use a range of shoulder, elbow and wrist movements in play to support writing. Further develop and refine a range of ball skills with increasing control. Have a good core posture for sitting at a table or on the floor. Confidently and safely use a range of large and small	Develop precision, and accuracy when engaging in activities that involve a ball. <i>Developing the foundations of a handwriting style using nearly always a tripod grip.</i>	Energetically negotiate space and control when travelling on equipment with wheels. Demonstrate strength and balance when playing <i>Uses a pencil and holds it effectively to form recognisable lower-case letters and some upper-case letters, most of which are accurately formed.</i> <i>Uses a range of tools with accuracy and precision.</i>

<p>Sit correctly on a balance bike and move confidently.</p> <p>Uses simple tools to effect changes to materials, such as paint brushes, pencils for drawing.</p> <p>Beginning to show a preference for a dominant hand.</p> <p>Beginning to attempt zips with support.</p> <p>Makes snips in paper with scissors</p> <p>Begins to use anti-clockwise movement and retrace vertical lines.</p> <p>Hold cutlery in preparation for effective use.</p> <p>What does this look like?</p> <p>If a child is running through a busy area, they can slow down and navigate the space.</p>	<p>Handles tools, objects, construction, and malleable materials safely and with increasing control and intention.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to form recognisable letters after adult modelling.</p> <p>Developing scissor hold and can snip paper, moving forward and can cut a curved line.</p> <p>Makes marks in different directions and multiple directions such as x</p> <p>Can use cutlery effectively</p>	<p>Develop competence when engaging in activities that involve a ball.</p> <p>Begins to form recognisable letters independently, usually with a tripod grip emerging.</p> <p>Can use scissors to cut a range of shapes</p>	<p>apparatus indoors and outdoors, alone and in a group.</p> <p>Ride equipment with wheels with increasing coordination and balance.</p> <p>Forms more recognisable letters independently.</p> <p>Use scissors to cut more precise and complex shapes and patterns.</p>		
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ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing.

Literacy	Baseline	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Comprehension</p> <p>Word reading</p> <p>Writing</p>	<p>Can recall information from stories they have listened to and engage in conversations about the story.</p> <p>Can discuss characters from stories and make predictions about what might happen next.</p> <p>Can sequence a story using visual aids or story maps.</p> <p>Can recognise own name and beginning to recognise familiar letters.</p> <p>Know that print is read from left to right in books and words carry meaning.</p> <p>Recognising print in the environment</p> <p>Aware that writing communicates meaning</p> <p>Understand that thoughts can be written down</p> <p>Write their name, copying it from a name card, or try to write it from memory.</p> <p>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; write 'm' for mummy.</p>	<p>Anticipate – where appropriate – key events in stories</p> <p>Begin to retell stories</p> <p>Use recently introduced vocabulary</p> <p>Making inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them.</p> <p>Read most individual letters by saying the sounds for them</p> <p>Can orally blend some simple cvc words with support.</p> <p>Hear and record learnt initial and end sounds in words</p> <p>know there is a sound/symbol relationship.</p> <p>Write letters in strings, sometimes in clusters like words.</p>	<p>Play is influenced by a range of stories.</p> <p>Express preference for a book, song or rhyme from a selection.</p> <p>Use picture clues to help read a simple text.</p> <p>Make a simple prediction based on a picture or text that has been read to them.</p> <p>Show understanding of new vocabulary.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Beginning to read some common exception words</p> <p>Begin to write cvc words independently</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Use learnt sound knowledge for writing in play.</p> <p>Can add labels to drawings</p>	<p>Retell a story, joining in with repeated refrains, in the correct sequence.</p> <p>Draw upon language patterns of stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>With prompting, show understanding of common words and phrases in a story that is read aloud to them.</p> <p>Predict an ending to an unfamiliar story.</p> <p>Being able to talk about books that they have read, giving a simple opinion, when prompted.</p> <p>Recognise repetition of words or phrases in a short passage of text.</p> <p>Innovate a well-known story with support.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</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>Have some favourite books and be able to talk about them</p> <p>Correctly sequencing story or event using pictures or captions</p> <p>Make simple plausible suggestions for what will happen next for a book they are reading (chapter book?)</p> <p>Know the difference between different types of text (fiction, non-fiction, poetry).</p> <p>Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where the answer is clearly signposted.</p> <p>Create own stories based on my interests and stories I have read.</p> <p>Play influenced by experiences of books,</p>	<p>Play influenced by experience of books – act out stories through role-play activities, using simple props such as hats, masks, clothes etc., and appropriate vocabulary.</p> <p>Innovate a known story</p> <p>Recall the main points in texts in the correct sequence, using own words and using new vocabulary.</p> <p>When prompted say whether they like or disliked a book and give a simple justification or make a relevant comment.</p> <p>With prompting, sometimes show understanding of less familiar words and phrases in a story that is read aloud to them.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge.</p> <p>Can read phonetically regular words with more than one syllable.</p> <p>Show awareness for different audiences for writing</p> <p>Write short sentences with words that include known sound-letter correspondences independently using a capital letter and full stop.</p> <p>Most letters are formed correctly.</p>

<p>Write some familiar letters accurately</p>			<p>Read simple captions and sentences that are consistent with their phonic knowledge</p> <p>Can read more a variety of common exception words Begin to write for a purpose e.g., lists or instructions.</p> <p>Can write a caption beginning to leave appropriate spaces between words</p> <p>Can begin to write a sentence with support using capital letters and full stops.</p> <p>Can write some common exception words</p> <p>Support with word ordering and sentence structure.</p>	<p>gestures and actions used to act out a story, event or rhyme, from text or illustrations.</p> <p>Read simple sentences and books that are consistent with their increasing phonics knowledge</p> <p>Use language and words read within their play and recreate roles.</p> <p>Includes correctly formed digraphs in writing</p> <p>Can write a simple sentence that can be read by others.</p> <p>Can form most lower and uppercase letters</p> <p>Includes some common exception words within their writing</p> <p>More independence in forming sentence and recalling word order</p>	<p>Re-read what they have written to check that it makes sense.</p>
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ELG: Comprehension
 Children at the expected level of development will:
 - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
 - Anticipate - where appropriate - key events in stories
 - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading
 Children at the expected level of development will:
 - Say a sound for each letter in the alphabet and at least 10 digraphs
 - Read words consistent with their phonic knowledge by sound-blending
 - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing
 Children at the expected level of development will:
 - 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 ready by others.

EYFS Progression Document

Year Group: Reception

Mathematics	Baseline	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Number</p> <p>Numerical patterns</p> <p>*Shape, space and measures</p>	<p>Subitise to 3</p> <p>Can represent a quantity using a set of objects or mark making (up to 3)</p> <p>Matching sets of objects to numerals (up to 3)</p> <p>Solve real world mathematical problems with numbers to 3</p> <p>Can sort, match and compare objects and amounts</p> <p>Count objects, actions and sounds.</p> <p>Count using 1:1 correspondence</p> <p>Link the number symbol (numeral) with its cardinal number value to 3</p> <p>Instantly recognise sets of 1-2 objects or pictures however they are arranged, describing how they see the objects or pictures</p> <p>Compare size, mass and capacity</p> <p>Make simple patterns</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>	<p>Subitise to 5</p> <p>Automatically recall number bonds for numbers 0-3</p> <p>Have a deep understanding of numbers to 5</p> <p>Represent numbers 1-5 in a multitude of ways including concrete, pictorial and abstract representations</p> <p>Know some number bonds to 5 including double facts using counting, rhymes or other aids</p> <p>Instantly recognise sets of 1-4 objects or pictures however they are arranged, describing how they see the objects or pictures</p> <p>Explore the composition of numbers to 5.</p> <p>Link the number symbol (numeral) with its cardinal number value to 5</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers up to 5</p> <p>Instantly recognise each dice pattern 1-6 without counting the dots</p> <p>Instantly recognise without counting how many dots there are on each card in Set 1 and 2 five frame flashcards (dots next to each other in set 1 and randomly arranged in set 2)</p>	<p>Can subitise within a larger amount to decide if a group is more or less than a number</p> <p>Knows the composition of some numbers 1-5 to include addition, subtraction, one more and one less</p> <p>Recognising 0 and use 0 to compare with other numbers</p> <p>Comparing numbers to 5 with two quantities</p> <p>Instantly recognise sets of dots 1-4 however the dots are arranged</p> <p>Instantly recognise set 1 and 2 (one is 5 wise and 2 pair wise) 10 frame flashcards 1-5 and some of 6- 10</p> <p>Link the number symbol (numeral) with its cardinal number value beyond 5</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers beyond 5</p> <p>Making pairs</p> <p>Becomes familiar with measuring tools in everyday experiences and play</p> <p>Compare length and height, weight (mass), and capacity.</p>	<p>Represent numbers 6-10 in a multitude of ways including concrete, pictorial and abstract representations</p> <p>Know number bonds to 5 with automatic recall, including double facts</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>Explore the composition of numbers to 10.</p> <p>Instantly recognise all of set 1 and set 2 10 frame flashcards 1-10 and some of set 1 and 2 20 frame flashcards 1-15</p> <p>Link the number symbol (numeral) with its cardinal number value to 10</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</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</p>	<p>Have a deep understanding of number to 10, including the composition of each number</p> <p>Knowing the composition of numbers 6-10 to include addition, subtraction, one more and one less</p> <p>Know some number bonds to 10 including double facts using counting, rhymes or other aids</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers to 10</p> <p>Verbally count beyond 10, recognising the pattern of the counting system</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> <p>Select and rotate shapes to fill a given space</p> <p>Use positional language to solve real world mathematical problems</p> <p>Match arrangements of shapes and describe their position in relation to other shapes</p> <p>Compose and decompose shapes to combine and</p>	<p>Automatically recall number bonds for numbers beyond 10</p> <p>Have a deep understanding of number to 10, including the composition of each number; 14</p> <p>Know some number bonds to 10 with automatic recall, including double facts</p> <p>Composition of teen numbers</p> <p>Explore and represent patterns within numbers up to 10 and beyond, including evens and odds, double facts and how quantities can be distributed equally</p> <p>Consolidate skills of doubling, sharing and grouping, and odd and even</p> <p>Link the number symbol (numeral) with its cardinal number value beyond 10</p> <p>Verbally count beyond 20, recognising the pattern of the counting system</p> <p>Solve problems involving number</p> <p>Give reasons for the answers and their thinking</p> <p>Talk to adults and peers about what they notice and explain their maths</p> <p>Replicate places and models using different positions (spatial reasoning)</p> <p>Use positional language to describe where items are in relation to others</p> <p>Continue, copy and create a widening range of repeating patterns and symmetrical constructions.</p> <p>Explore and investigate relationships between numbers and shapes.</p> <p>Create and talk about maps</p>

		<p>Is increasingly able to order and sequence events using everyday language related to time</p> <p>Begin to talk about a range of 2D shapes - circles, triangles, squares and rectangles and their features.</p> <p>Begin to compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</p> <p>Begin to use positional language</p> <p>Begin to continue, copy and create repeating patterns.</p>	<p>Continue to order and sequence important times in their day and use language related to time to describe when key events happen</p>	<p>quantities can be distributed equally.</p> <p>Uses informal language and analogies (e.g. heart shaped and hand-shaped leaves), as well as mathematical terms to describe shapes</p> <p>Build using 3D shapes</p> <p>Talk about 3D shapes e.g., using names and discussing similarities and differences</p> <p>Continue, copy and create repeating patterns with increasing independence.</p>	<p>separate to make new shapes</p>	
<p>ELG Number: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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>ELG Numerical Patterns: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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 - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 						
<p>Understanding the world</p> <p>Past and present</p> <p>People, Culture and Communities</p> <p>The natural world</p>	<p>Baseline</p> <p>Comment on images of familiar situations in their past/life e.g pictures of family.</p> <p>Shows some awareness of time-of-day eg dinnertime or bedtime.</p> <p>Talk about members of their immediate family and community.</p> <p>Can talk about things they believe.</p>	<p>Autumn 2</p> <p>Identify and visually represent their own day on a simple timeline.</p> <p>Can use words to sequence eg, first, next, in the end.</p> <p>Knows there are days of the week/seasons and begin to name them.</p> <p>Find out about key historical events and begin to understand why and how we</p>	<p>Spring 1</p> <p>Beginning to offer explanations of their understanding of the past, through settings, characters and events encountered in books read in class and storytelling.</p> <p>Shows an awareness of morning, dinnertime, afternoon and evening.</p> <p>Can name the days of the week.</p>	<p>Spring 2</p> <p>Talk about and understand changes in their own lifetime using present and past tense.</p> <p>Can name the seasons of the year.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Summer 1</p> <p>Can order the days of the week.</p> <p>Can sequence the months of the year.</p> <p>Understands that there are special dates and times that repeat every year eg Christmas, easter</p>	<p>Summer 2</p> <p>Can sequence key memories that have happened in their lives.</p> <p>Beginning to sequence memories in the lives of family members.</p> <p>Name and describe people who are familiar to them within their community e.g., police officers, fire service, doctors, dentists etc.</p> <p>Talk about key roles of people in society from present day and in the past.</p>

EYFS Progression Document

Year Group: Reception

<p>Know what type of home they live in eg flat, house.</p> <p>Can talk about their home eg what it looks like, its name or number.</p> <p>Name and describe people who are familiar to them.</p> <p>Identify places that are special to me.</p> <p>Developing positive attitudes about similarities and differences between themselves and people around them.</p> <p>Shows and awareness of change.</p> <p>Explore collections of different materials with similar and different properties.</p> <p>Explore how things work.</p> <p>Comment on the natural world around them when going on nature walks.</p> <p>Describe what they see, hear and feel whilst outside by features such as colour e.g., autumnal leaves, or size e.g., tall trees, big clouds.</p> <p>Talk about how the weather changes.</p> <p>Name some types of weather eg rainy, sunny, windy, snowy, cloudy and stormy.</p> <p>Can name some plants animals correctly.</p>	<p>celebrate today, e.g., Remembrance Day, Diwali, Christmas Day (link to LT).</p> <p>Begin to ask questions and use a variety of different sources with adult support to find answers to questions about the past.</p> <p>Understand 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>Begin to recognise some similarities and differences between life in this country and life in other countries.</p> <p>Identify where we live and recognise the map of the UK.</p> <p>Notice and talk about the change of season – autumn to winter including animal behaviour.</p> <p>Can talk about some natural features they see and feel during different seasons, including different weather.</p> <p>Make observations of and offer explanations for changing states of matter – freezing.</p> <p>Can use simple language to describe plants and animals.</p>	<p>Make comparisons of images and objects from the past and present day, describing features of objects, people, and places.</p> <p>Identify some similarities and differences between life in this country and life in other countries, drawing on their own experiences.</p> <p>Make comments when discussing as a class similarities and differences between different religious and cultural communities in this country.</p> <p>Begin to investigate maps.</p> <p>Name some common materials e.g sand, wood, glass, fabric.</p> <p>Explore how things work and talk about ‘contact’ forces such as pushes and pulls.</p> <p>Can talk about the clothing needed for different seasons/weather and why.</p> <p>Can name and order the four seasons.</p> <p>Can examine plants and animals to find out more about them and use their sense to explore.</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Can comment on a wide range of celebrations such as Diwali, easter, Christmas, new year etc</p> <p>Draw information from a simple map linked to identifiable features of their local environment.</p> <p>Recognise ways to grow and produce food, compare and contrast life in this country and life in other countries.</p> <p>Use language to describe common features of materials eg colour, textures, size.</p> <p>Describe what they see, hear, feel whilst exploring inside and outside.</p> <p>Can describe how the seasons can affect the natural world and how things grow eg acorns and conkers are found in autumn.</p> <p>Can use the correct scientific vocabulary to describe parts of plants and animals.</p>	<p>Create their own maps using symbols and a title.</p> <p>Asking questions to find out more about similarities and differences between life in this country and life in other countries.</p> <p>Knows that places of worship are special to people and know why people go there.</p> <p>Can recognise, name and describe a feature of a familiar place of worship.</p> <p>Describe and make Comparisons between materials.</p> <p>Talk about changes to materials that they notice- eg melting.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Talk about how different places/countries have different weather.</p> <p>Can explain a simple Lifecyle eg butterfly, chick or frog.</p> <p>Can talk about what plants need to survive and grow healthily.</p> <p>Can describe where some plants grow.</p> <p>Can describe some habitats and microhabitats.</p>	<p>Recount an event, orally, pictorially and/or with captions.</p> <p>Share their knowledge about similarities and differences between cultural and religious communities in this country.</p> <p>Explain some similarities and differences between life in this country and life in other countries.</p> <p>Can recognise, name and describe different religious places.</p> <p>Experiments making changes to materials.</p> <p>Can answer ‘why’ and ‘how’ questions, such as how things happened and how things work.</p> <p>Notice links between cause and effect when exploring changes such as speed, direction or shape.</p> <p>Describe and make comparisons</p> <p>Chose how to classify objects according to their properties.</p> <p>Can notice and describe seasonal weather pattern and can ask and answer ‘how’ and ‘why’ questions.</p> <p>Can make close observations of plants/ animals in the natural world.</p> <p>Can make comparisons and identify similarities and differences about animals/plants.</p>
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ELG Past and Present
Children at the expected level of development will: - 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; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG People Culture and Communities
Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - 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.

ELG The Natural World
Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - 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; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive art and design	Baseline	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Creating with materials</p> <p>Being imaginative and expressive</p>	<p>Explore and use a variety of artistic effects such as drawing and painting.</p> <p>Begin to explore a variety of materials and uses them creatively.</p> <p>Can talk about what they are creating and the process they are taking</p> <p>Listen to and show interest in music</p> <p>Join in and sing familiar nursery rhymes with adults</p> <p>Show particular interest in playing imaginatively within the learning environment.</p> <p>Constructs imaginative small worlds with a range of resources e.g. using bricks and animals to make a zoo.</p> <p>Takes on a role within their play.</p> <p>Uses items in the environment to represent other objects, e.g. buttons for money.</p>	<p>Understands they can paint shapes/marks to represent people/objects.</p> <p>Begin to explore colour mixing.</p> <p>Represent familiar objects (family, themselves, animals etc) through independent drawing, painting, playdough</p> <p>Exploring materials and beginning to understand different materials can be used in different ways.</p> <p>Continue to explore a variety of materials and use them creatively.</p> <p>Understand different materials can be used to draw pencils, pens, chalk.</p> <p>Sing familiar songs in a group or on their own.</p>	<p>Explore a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources, and skills.</p> <p>Manipulating resources e.g., folding, tearing, scrunching, and rolling.</p> <p>Experiment with different materials both man made and natural to create collage images sometimes layering materials. E.g tissue paper.</p> <p>Move to and talk about music.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Share their creations, explaining the process they have used.</p> <p>Choose particular colours to paint pictures eg green for a tree.</p> <p>Joins materials with glue, selotape etc</p> <p>Develop their skills using a range of tools, materials, and techniques for drawing, painting, printing, and collage.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Participate in collaborative creation by modelling skills and techniques to others, sharing ideas and listening and responding to feedback.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Creates their own songs or improvise a song around one they know.</p>	<p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Use materials safely.</p> <p>Prints independently to create a picture or pattern.</p> <p>Have a go at drawing an object from observation.</p> <p>Explore materials, tools, techniques and be able to talk about their process.</p> <p>Begin to show the skills of giving positive and constructive feedback by expressing thoughts linked to artwork.</p> <p>Respond to music through the form of dance/movement.</p> <p>Creates and sings their own songs, familiar/well known songs.</p> <p>Take on a role when performing with a group.</p> <p>Move in time with music.</p>	<p>Explain reasons for using gools and materials safely.</p> <p>Model learnt skills and techniques of a range of artistic effects.</p> <p>Use talk to explain their creations, the process used to make it and opinions following feedback.</p> <p>Creates representations of both imaginary and real-life ideas, objects, people and events.</p> <p><i>Creates representations of imaginary and real-life ideas and events.</i></p> <p>Creates and sings and performs a range of their own songs, well-known nursery rhymes and songs on their own and with others.</p> <p>Express their opinion on music/artwork.</p> <p>Listen attentively to music and comment on/discuss changes in a piece of music.</p> <p>Introduces a story line/narrative into their play.</p>

	<p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Continue to take on a role in their play.</p> <p>Begin to develop storylines in their play.</p> <p>Continues to creatively use props in their play.</p> <p>Explores the different sounds instruments/items make.</p>	<p>Use a variety of musical instruments safely and with increasing accuracy.</p> <p>Develop and adapt storylines in their pretend play.</p> <p>Begins to play instruments with control to express feelings and emotions.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Experiment with music and rhythm using a range of musical instruments.</p>		
<p>ELG Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function - Share their creations, explaining the process they have used - Make use of props and materials when role playing characters in narratives and stories. <p>ELG Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher - Sing a range of well-known nursery rhymes and songs - Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music. 					