



EYFS Progression

Communication and Language							
Early Learning Goal	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Listening, Attention and Understanding	To understand how to listen carefully.	To engage in story times, joining in with repeated phrases and actions.	To ask questions to find out more.	To retell a story.	To understand questions such as who, what, where, when, why and how.	To have conversations with adults and peers with back and forth exchanges.	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 conversations when engaged in back-and-forth exchanges with their teacher and peers.
	To understand why listening is important.	To begin to understand how and why questions.	To begin to understand humour.	To follow a story without pictures or props.	To talk about stories to build familiarity and understanding.		
Speaking	To be able to follow directions.	To respond to instructions with more than one step.	To understand a range of complex sentence structures.	To ask questions to find out more.			
	To talk in front of a small group.	To answer questions in front of whole class.	To learn rhymes, poems and songs.	To share their work to the class standing up at the front.	To link statements and stick to a main theme.	To use talk to organise, sequence and clarify thinking, ideas, feelings and events.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
	To talk to class teacher and LSAs.	To use new vocabulary throughout the	To develop the confidence to talk to other adults they see on a daily basis.	To use new vocabulary in	To talk to different adults		
			To talk in sentences using				

	To learn new vocabulary.	day in longer sentences. Begin to express their point of view.	conjunctions e.g. and, because.	different contexts. To engage in non-fiction books. To describe events in detail. To develop social phrases.	around the school. To talk in sentences using a range of tenses.	To talk about why things happen.	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.
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Personal, Social and Emotional Development

Early Learning Goal	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Self-regulation	To recognise different emotions. To understand how people show emotions. To focus during short whole class activities.	To talk about how they are feeling. To begin to consider the feelings of others. To adapt behaviour to a range of situations.	To focus during longer whole class lessons. To follow two step instructions.	To identify and moderate their own feelings socially and emotionally. To consider the feelings and needs of others. To see themselves as a valuable individual.	To control their emotions using a range of techniques. To show resilience in the face of challenge. To follow instructions of	To set a target and reflect on progress throughout. To maintain focus during extended whole class teaching.	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.

	To follow one step instructions.				three steps or more.		Give focussed 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.
Managing Self	<p>To wash hands independently.</p> <p>To put coat and socks on independently.</p> <p>To get changed for P.E with support.</p> <p>To use the toilet independently.</p>	<p>To develop class rules and understand the need to have rules.</p> <p>To put P.E kit on independently.</p> <p>To have confidence to try new activities.</p> <p>To become aware of how to meet their own care needs.</p>	<p>To begin to show resilience and perseverance in the face of challenge.</p> <p>To develop speed and confidence in dressing themselves e.g. using zips, buttons and buckles.</p>	<p>To develop their understanding of how to manage their care needs independently.</p> <p>To talk about factors that support their overall health and wellbeing.</p>	<p>To manage own basic needs independently.</p> <p>To put uniform on and do up zippers, buttons and buckles with minimal support.</p>	<p>To understand the importance of healthy food choices.</p> <p>To show increasing resilience and perseverance in the face of challenge.</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>
Building Relationships	<p>To seek support of adults when needed.</p> <p>To gain confidence to</p>	<p>To play with children who are playing with the same activity.</p>	<p>To begin to work as a group with support.</p> <p>To use taught strategies to</p>	<p>To listen to the ideas of other children and agree on a solution and compromise.</p>	<p>To work as an effective member of a group.</p>	<p>To have confidence to communicate with adults around the school.</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults</p>

	<p>speak to peers and adults.</p> <p>To become more outgoing with unfamiliar people.</p>	<p>To begin to develop friendships.</p> <p>To have positive relationships with all Reception staff.</p> <p>To show more confidence in social situations.</p> <p>To find solutions to conflicts and rivalries.</p>	<p>support turn taking.</p>		<p>To begin to develop relationships with other adults around the school.</p>	<p>To have strong friendships.</p>	<p>and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
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Physical Development

Early Learning Goal	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Gross Motor Skills	<p>To move safely in a space.</p> <p>To stop safely.</p> <p>To develop control when using equipment.</p> <p>To follow a path and take turns.</p>	<p>To balance.</p> <p>To run and stop.</p> <p>To change direction.</p> <p>To jump and hop.</p> <p>To explore different ways to travel using equipment.</p>	<p>To develop a range of ball skills including rolling, throwing, catching, kicking, dribbling.</p> <p>To develop their overall body strength, coordination and balance.</p>	<p>To further develop and refine a range of ball skills.</p> <p>To refine the fundamental movement skills including rolling, crawling, walking, running, jumping, hopping,</p>	<p>To use counting to help to stay in time with the music when copying and creating actions.</p> <p>To explore movement using a prop with control and coordination.</p>	<p>To move safely with confidence and imagination, communicating ideas through movement.</p> <p>To move with control and coordination, expressing ideas through movement.</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>To work cooperatively with a partner.</p> <p>To use large muscle movements to wave flags and streamers, paint and make marks.</p>	<p>To begin to remember sequences and patterns of movements linked to music and rhythm.</p> <p>To collaborate with others to manage large items.</p> <p>To match their developing physical skills to tasks and activities in the setting.</p>		<p>skipping and climbing.</p> <p>To balance and safely use apparatus.</p> <p>To create short sequences linking actions together and including apparatus.</p>	<p>To move with control and coordination, copying, linking and repeating actions.</p> <p>To develop accuracy when throwing and practise keeping score.</p> <p>To follow instructions and move safely when playing tagging games.</p> <p>To explore striking a ball and keeping score.</p> <p>To play by the rules and develop coordination.</p>	<p>To remember and repeat actions, exploring pathways and shapes.</p> <p>To learn to play against an opponent.</p> <p>To work cooperatively as a team.</p>	
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Fine Motor Skills	To use a dominant hand.	To begin to use anticlockwise movement and retrace vertical lines.	To use a tripod grip when using mark making tools.	To hold scissors correctly and cut out large shapes.	To hold scissors correctly and cut out small shapes.	To create drawings with details.	Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.
	To mark make using different shapes.	To hold scissors correctly and cut along a straight and zigzagged lines.	To hold scissors correctly and cut along a curved line.	To develop the foundations of a handwriting style which is fast, accurate and efficient.	To independently use a knife, fork and spoon to eat a range of meals.	To paint using thinner paintbrushes.	Use a range of small tools including scissors, paintbrushes and cutlery.
	To begin to use a tripod grip when using mark making tools.	To accurately draw lines, circles and shapes to draw pictures.	To write taught letters using correct formation.	To develop their small motor skills so that they can use a range of tools competently.			Begin to show accuracy and care when drawing.
	To use items such as tweezers, pegs and threading toys.	To write taught letters using correct formation.					
	To begin to copy letters.						
	To hold scissors correctly.						
Literacy							
Early Learning Goal	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Comprehension	To use pictures to tell stories. To sequence familiar stories.	To engage in story times, joining in with repeated phrases and actions.	To act out stories. To begin to predict what	To retell a story. To follow a story without pictures or props.	To begin to answer questions about what	To use vocabulary that is influenced by their	Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and

	<p>To independently look at book, holding them the correct way and turning pages.</p>	<p>To begin to answer questions about the stories read to them.</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes.</p>	<p>may happen in the story.</p> <p>To suggest how a story might end.</p>	<p>To talk about the characters in the books they are reading.</p>	<p>they have read.</p>	<p>experiences of books.</p> <p>To know that information can be retrieved from books.</p>	<p>recently introduced vocabulary.</p> <p>Anticipate (where 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>
Word Reading	<p>To recognise words with the same initial sound.</p> <p>To count or clap syllables in a word.</p> <p>To spot and suggest rhymes.</p>	<p>To recognise taught phase two sounds (s a t p l n m d g o c k c k e u r h b f f l l s s).</p> <p>To begin to blend sounds into words so that they can read short words made up of the known letter-sound correspondences.</p> <p>To read some common exception words.</p>	<p>To recognise taught phase three sounds (j v w x y z z z qu sh ch th ng ai ee igh oa oo oo ar or ur ow oi er ear air ure)</p> <p>To read longer words, phrases and sentences made up of words with known letter-sound correspondences and a few exception words.</p>	<p>To recognise taught phase three sounds (j v w x y z z z qu sh ch th ng ai ee igh oa oo oo ar or ur ow oi er ear air ure)</p> <p>To read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words.</p>	<p>To consolidate knowledge of phase three sounds and read words with consonant blends.</p>	<p>To develop knowledge of phase four phonics (cvcc, ccvc, ccvcc, cccvc, cccvcc)</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 some common exception words.</p>

Writing	To copy their name.	To begin to write CVC words using taught sounds.	To form lowercase letters correctly.	To form lowercase letters correctly and begin to form capital letters.	To form lowercase and capital letters correctly.	To form lowercase and capital letters correctly.	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.
	To give meanings to the marks they make.	To write their name.	To begin to write sentences using finger spaces.	To write sentences using finger spaces and full stops.	To begin to write longer words which are spelt phonetically.	To begin to read their work back for meaning.	
	To copy taught letters.	To use the correct letter formation of taught letters.	To understand that sentences start with a capital letter and end with a full stop.	To spell words using taught sounds.	To begin to use capital letters at the start of a sentence.	To use capital letters, finger spaces and full stops.	
	To write initial sounds.	To begin to write captions using taught sounds.	To spell words using taught sounds.	To spell some taught tricky words correctly.	To use finger spaces and full stops when writing a sentence.		
			To spell some taught tricky words correctly.		To spell some taught tricky words correctly.		
Mathematics							
Early Learning Goal	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Number	To make comparisons.	To represent, compare and understand the	To understand the concept of zero.	To apply counting principles when	Identify numbers to twenty.		Have a deep understanding

	To represent, compare and understand the composition of the numbers 1-3.	composition of the numbers 1-5.	<p>To compare numbers to five.</p> <p>To understand the composition of four and five.</p> <p>To apply counting principles to six, seven and eight.</p> <p>To represent six, seven and eight in different ways.</p>	<p>counting to nine and ten.</p> <p>To represent nine and ten in different ways and explore their composition.</p>			<p>of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts</p>
Numerical Patterns	<p>To match and sort objects.</p> <p>To learn about routines.</p> <p>To explore patterns.</p>	To understand one more and one less.	<p>To develop their understanding of pairs.</p> <p>To combine two groups.</p>	<p>To compare numbers to ten.</p> <p>To explore number bonds to ten.</p> <p>To explore more complex patterns.</p>	<p>To count on and back beyond ten recognising patterns.</p> <p>To add to and take away from a group.</p>	<p>To explore doubling using real objects.</p> <p>To investigate sharing and grouping.</p> <p>To begin to understand the concept of odd and even.</p> <p>To deepen understanding</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,</p>

						of their critical thinking and problem solving skills.	including evens and odds, double facts and how quantities can be distributed equally.
Shape, Space and Measure	To recognise the properties of circles and triangles. To begin to understand positional language.	To describe different shapes with four sides. To understand the difference between night and day.	To compare mass and capacity. To begin to use language to describe length and weight. To continue to order and sequence important times in their day.	To build using a variety of 3D shapes and begin to use their names.	To match arrangements of shapes.	To investigate relationships between numbers and shapes. To make maps to represent places.	There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.
Understanding the World							
Early Learning Goal	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Past and Present	To know about my own life-story. To know how I have changed.	To know about figures from the past. To know some similarities and differences between things in the past and now.	To comment on images of familiar situations in the past, linked to the monarchy.	To talk about the past in relation to animals, including pets.	To understand how time passes in relation to the life cycle of a plant.	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.	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 experience and what has been read in class.

							Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Culture and Communities	<p>To know about family structures and talk about who is part of their family.</p> <p>To identify similarities and differences between themselves and peers.</p> <p>To know about festivals from around the world.</p> <p>To know that people around the world have different religions.</p> <p>To begin to understand how</p>	<p>To know about festivals from around the UK.</p> <p>To compare the UK to another country.</p> <p>To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>To develop their understanding of simple maps.</p>	<p>To talk about members of their family and community.</p> <p>To know about festivals from around the UK.</p> <p>To know that the emergency services exist and what they do.</p> <p>To show an interest in different occupations.</p> <p>To draw maps from traditional tales.</p>	<p>To recognise that people have different beliefs and celebrate special times of the year in different ways.</p> <p>To know about festivals from around the UK.</p> <p>To recognise some similarities and differences between life in this country and life in other countries.</p>	<p>To understand that some places are important to members of their community.</p> <p>To know about festivals from around the UK.</p>		<p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps.</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>Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</p>

	simple maps work.						
The Natural World	<p>To ask questions about the natural environment.</p> <p>To name body parts and understand the life cycle of a human from baby to elderly.</p> <p>To understand the effect of changing seasons, with a focus on Autumn.</p>	<p>To know about features of the Earth and moon and name some planets.</p> <p>To explore light and shadow.</p> <p>To talk about what they see, using a wide vocabulary.</p> <p>To understand the effect of changing seasons, with a focus on Autumn.</p>	<p>To explore the natural world around them.</p> <p>To describe what they see, hear and feel whilst outside.</p> <p>To understand the effect of changing seasons, with a focus on Winter and Spring.</p> <p>To explore collections of materials with similar and/or different properties.</p>	<p>To recognise some environments that are different to they one in which they live.</p> <p>To understand the key features of the life cycle of plants and animals.</p> <p>To understand the effect of changing seasons, with a focus on Winter and Spring.</p>	<p>To plant seeds and care for growing plants.</p> <p>To understand what plants need to grow.</p> <p>To explain what makes a healthy diet.</p> <p>To understand the effect of changing seasons, with a focus on Summer.</p>	<p>To understand the effect of changing seasons, with a focus on Summer.</p> <p>To identify where seas and oceans are and what it's like by the seaside.</p> <p>To understand the concepts of floating and sinking.</p> <p>To identify the types of animals that live in the sea.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them including the season and changing states of matter.</p>
Expressive Arts and Design							
Early Learning Goal	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Creating with Materials	To name colours.	To use colours for a particular purpose.	To experiment with different mark making tools such as art	To use natural objects to make a piece of art.	To draw more detailed pictures of	To share creations, talk about process	Safely use and explore a variety of materials tools and techniques, experimenting with

	<p>To experiment with mixing colours.</p> <p>To create simple representations of people and objects.</p> <p>To draw and colour with pencils and crayons.</p> <p>To explore different techniques for joining materials.</p> <p>To use some cooking techniques.</p>	<p>To draw with increasing complexity with continuous lines and begin to use these shapes to represent objects.</p> <p>To show different emotions with their drawings.</p> <p>To share their creations.</p> <p>To explore different techniques for joining materials.</p> <p>To use cooking techniques.</p>	<p>pencils, pastels, chalk.</p> <p>To explore different techniques for joining materials.</p> <p>To know how to work safely and hygienically.</p> <p>To develop cooking techniques.</p> <p>To use tools to cut and join.</p>	<p>To share creations and talk about the process.</p> <p>To explore, use and refine a variety of artistic effects.</p> <p>To make props and costumes for different role play scenarios.</p> <p>To control tools to create a desired effect.</p> <p>To develop cooking techniques.</p>	<p>people and objects.</p> <p>To create observational drawings.</p> <p>To know some similarities and differences between materials.</p> <p>To join materials in different ways.</p>	<p>and evaluate their work.</p> <p>To manipulate materials.</p>	<p>colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
<p>Being Imaginative and Expressive</p>	<p>To sing and perform nursery rhymes.</p> <p>To join in with whole school singing assemblies.</p>	<p>To perform in the Christmas Play.</p> <p>To join in with whole school singing assemblies.</p>	<p>To sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>To associate genres of music with characters and stories.</p> <p>To listen attentively, move to and talk about music, expressing their</p>	<p>To learn dance routines.</p> <p>To follow a musical pattern to play tuned instruments.</p>	<p>To create own compositions using tuned instruments.</p> <p>To invent their own narratives, making</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well know nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and</p>

	<p>To experiment with different instruments and their sounds.</p> <p>To create musical patterns using body percussion.</p> <p>To use costumes and resources to act out narratives.</p> <p>To take part in simple pretend play.</p>	<p>To sing the melodic shape of familiar songs.</p> <p>To begin to build up a repertoire of songs.</p> <p>To use costumes and resources to act out narratives.</p> <p>To talk about whether they like or dislike a piece of music.</p> <p>To begin to match the pitch of another person.</p> <p>To begin to create their own songs.</p> <p>To play instruments with increasing control.</p>	<p>To create musical patterns using untuned instruments.</p> <p>To create costumes and resources for role play.</p> <p>To name instruments.</p>	<p>feelings and responses.</p> <p>To watch and talk about dance and performance art.</p> <p>To explore and engage in music making and dance, performing solo and or in groups.</p>	<p>To create narratives based around stories.</p> <p>To listen to poems and create their own.</p> <p>To compose using clapping.</p>	<p>costumes and resources.</p>	<p>stories with others and (when appropriate) try to move in time with music.</p>
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