



Have courage, grow roots, shine bright!

EYFS Progression



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Communication and Language

	Autumn	Spring	Summer
Listening, Attention and Understanding	<ul style="list-style-type: none"> ★ Understand how to listen carefully and why listening is important. ★ Learn new vocabulary. ★ Engage in story times. ★ Listen carefully to rhymes and songs, paying attention to how they sound. ★ Engage in non-fiction books. 	<ul style="list-style-type: none"> ★ Ask questions to find out more and to check that they understand what has been said to them. ★ Listen to and talk about stories to build familiarity and understanding. ★ Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. ★ Learn rhymes, poems and songs. ★ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p><u>Early learning Goals</u></p> <ul style="list-style-type: none"> ★ 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.
Speaking	<ul style="list-style-type: none"> ★ Use new vocabulary throughout the day. ★ Articulate their ideas and thoughts in well formed sentences. ★ Connect one idea to another using a range of connectives. 	<ul style="list-style-type: none"> ★ Describe events in some detail. ★ Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. ★ Develop social phrases. ★ Use new vocabulary in different contexts. 	<p><u>Early learning Goals</u></p> <ul style="list-style-type: none"> ★ 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, Emotional Development

	Autumn	Spring	Summer
Self Regulation	<ul style="list-style-type: none"> ★ Express their feelings and consider the feelings of others. ★ Develop appropriate ways of being assertive. ★ Talk with others to solve conflicts. 	<ul style="list-style-type: none"> ★ Identify and moderate their own feelings socially and emotionally. ★ Think about the perspectives of others. 	<p><u>Early learning Goals</u></p> <ul style="list-style-type: none"> ★ 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.
Managing Self	<ul style="list-style-type: none"> ★ Show resilience and perseverance in the face of challenge. ★ Increasingly follow rules, understanding why they are important without an adult reminding them. 	<ul style="list-style-type: none"> ★ Manage their own needs. 	<p><u>Early learning Goals</u></p> <ul style="list-style-type: none"> ★ 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.
Building Relationships	<ul style="list-style-type: none"> ★ Build constructive and respectful relationships. 	<ul style="list-style-type: none"> ★ See themselves as a valuable individual. ★ Express their feelings and consider the feelings of others. 	<p><u>Early learning Goals</u></p> <ul style="list-style-type: none"> ★ 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

	Autumn	Spring	Summer
Gross Motor Skills	<ul style="list-style-type: none"> ★ Revise and refine the fundamental movement skills they have already acquired: rolling, walking, running, skipping, crawling, jumping, hopping and climbing. ★ Progress towards a more fluent style of moving, with developing control and grace. ★ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 	<ul style="list-style-type: none"> ★ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ★ Combine different movements with ease and fluency. ★ Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. 	<p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> ★ 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.
Fine Motor Skills	<ul style="list-style-type: none"> ★ Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<ul style="list-style-type: none"> ★ Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> ★ 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, paintbrushes and cutlery. ★ Begin to show accuracy and care when drawing.

Literacy			
	Autumn	Spring	Summer
Comprehension	<ul style="list-style-type: none"> ★ Engage in extended conversations about stories, learning new vocabulary. ★ Ask questions about stories, narratives, poems and rhymes. ★ Make comments and share their own ideas. ★ Repeat words and phrases from familiar stories, narratives, poems and rhymes. ★ Repeat new vocabulary in context of a story, narrative, poem or rhyme. ★ Have favourite books and seek them out to share with an adult, with another child, or to look at alone. 	<ul style="list-style-type: none"> ★ Answer questions about a text that has been read to them. ★ Begin to predict what might happen next in a story. ★ Begin to use modelled vocabulary during play for example, in small world. ★ Seek familiar texts or stories to re-read in the book area. Request favourite stories or poems. ★ Begin to show understanding by retelling stories and narratives. ★ Begin to identify events in stories. 	<p><u>Early learning Goals</u></p> <ul style="list-style-type: none"> ★ 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.
Word Reading	<ul style="list-style-type: none"> ★ Begin to read individual letters by saying the sounds for them. ★ Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences. ★ Read a few common exception words matched to the school's phonic programme. 	<ul style="list-style-type: none"> ★ Read individual letters by saying the sounds for them. ★ Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. ★ Read some letter groups that each represent one sound and say sounds for them. ★ Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. ★ Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<p><u>Early learning Goals</u></p> <ul style="list-style-type: none"> ★ 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.
Writing	<ul style="list-style-type: none"> ★ Write some letters accurately. ★ Write some or all of their name ★ Spell words by identifying the sounds and then writing the sound with letter/s. 	<ul style="list-style-type: none"> ★ Form lower-case and capital letters correctly. ★ Write short sentences with words with known letter-sound correspondence using a capital letter and full stop. ★ Re-read what they have written to check it makes sense. 	<p><u>Early learning Goals</u></p> <ul style="list-style-type: none"> ★ Write recognisable letters, most of which are correctly formed. ★ Spell words by identifying sounds in them and representing the sounds with a letter of letters. ★ Write simple phrases and sentences that can be read by others.

Mathematics			
	Autumn	Spring	Summer
Number and Number Patterns	<ul style="list-style-type: none"> ★ Begin to subitise 0-5 ★ Compare amount ★ Explore pattern ★ Introduce, represent 0-5 ★ Compare 0-5 ★ Composition of 0-5 ★ 1more/1less ★ Equal not/ equal 	<ul style="list-style-type: none"> ★ Introduce, representing 6-10 ★ Sorting, matching and comparing 6-10 ★ Composition of 6-10 ★ Making pairs ★ Odd and even ★ Combining two groups within 10 ★ Adding more ★ Bonds to 10 ★ Ordering numerals to 10 ★ Counting back from 10 ★ Continue copy and create repeating patterns 	<ul style="list-style-type: none"> ★ Building numbers beyond 10 ★ Counting patterns beyond 20 ★ Adding more and taking away ★ Doubling, sharing and grouping ★ Odd and even ★ Deepening understanding of pattern and relationships <p>Early learning Goals: Number</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>Early learning Goals: Number Pattern</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.
Shape and Measure	<ul style="list-style-type: none"> ★ Sorting ★ Compare size, mass, capacity ★ Circles, triangles, squares, rectangles ★ Spatial awareness ★ Positional language ★ Compare shapes ★ Night and Day ★ Days of the week, months of year ★ Sequencing ★ Measuring ingredients 	<ul style="list-style-type: none"> ★ Compare capacity, length and height ★ Time ★ Days of the week ★ 3D shape and pattern 	<ul style="list-style-type: none"> ★ Match, rotate, manipulate shapes ★ Compose and decompose shapes ★ Visualise and build ★ Mapping <p>THERE ARE NO ELGs FOR SHAPE AND MEASURE.</p>

Expressive Art and Design

	Autumn	Spring	Summer
Creating with Materials	<ul style="list-style-type: none"> ★ Explore, use and refine a variety of artistic effects to express their ideas and feelings. ★ Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	<ul style="list-style-type: none"> ★ Create collaboratively sharing ideas, resources and skills. ★ Develop storylines in their pretend play. 	<p><u>Early learning Goals</u></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.
Being Imaginative and Expressive	<ul style="list-style-type: none"> ★ Listen attentively, move to and talk about music, expressing their feelings and responses. ★ Watch and talk about dance and performance art, expressing their feelings and responses. 	<ul style="list-style-type: none"> ★ Sing in a group or on their own, increasingly matching pitch and following melody. ★ Explore and engage in music making and dance, performing solo or in groups. 	<p><u>Early learning Goals</u></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.

Understanding the World

	Autumn	Spring	Summer
Past and Present	<ul style="list-style-type: none"> ★ Comment on images of familiar situations in the past. 	<ul style="list-style-type: none"> ★ Compare and contrast characters from stories, including figures from the past. 	<p><u>Early learning Goals</u></p> <ul style="list-style-type: none"> ★ 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.
People, Culture and Community	<ul style="list-style-type: none"> ★ Talk about members of their immediate family and community. ★ Name and describe people who are familiar to them. 	<ul style="list-style-type: none"> ★ Understand that some places are special to members of their community. ★ Recognise that people have different beliefs and celebrate special times in different ways. ★ Recognise some similarities and differences between life in this country and life in other countries. 	<p><u>Early learning Goals</u></p> <ul style="list-style-type: none"> ★ 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 (where appropriate) maps.
The Natural World	<ul style="list-style-type: none"> ★ Explore the natural world around them. ★ Describe what they see, hear and feel whilst outside. 	<ul style="list-style-type: none"> ★ Draw information from a simple map. ★ Recognise some environments that are different to the one in which they live. ★ Understand the effect of changing seasons on the natural world around them. 	<p><u>Early learning Goals</u></p> <ul style="list-style-type: none"> ★ 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 they have read in class. ★ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Characteristics of Effective Learning

Playing and Exploring	Active Learning	Creative and Critical Thinking
<p>ENGAGEMENT</p> <ul style="list-style-type: none">★ Finding out and exploring★ Playing with what they know★ Being willing to 'have a go.'	<p>MOTIVATION</p> <ul style="list-style-type: none">★ Being involved and concentrating★ Keep trying★ Enjoying achieving what they set out to do	<p>THINKING</p> <ul style="list-style-type: none">★ Having their own ideas★ Making links★ Working with ideas