EYFS Progression of skills and assessment checkpoints – Reception

Focusing on 'Birth – 5 Matters' and the ELG's outlines in the 'Early Years Foundation Stage Statutory Framework'.

-Communication and Language

-Personal, Social and Emotional Development

-Physical Development

-Literacy

-Maths

-Understanding the world

-Expressive Arts and Design

EYFS Progression of skills and assessment checkpoints - Communication and Language

Listening, Attention and Understanding **Speaking**

Listening, Attention and Understanding.

Birth – 5 Matters – Listening and Attention

Range 1: • Turns toward a familiar sound then locates range of sounds with accuracy • Listens to, distinguishes and responds to intonations and sounds of voices • Reacts in interaction with others by smiling, looking and moving • Quietens or alerts to the sound of speech • Looks intently at a person talking, but stops responding if speaker turns away • Listens to familiar sounds, words, or finger plays • Fleeting attention – not under child's control, new stimuli takes whole attention

Range 2: • Moves whole body to sounds they enjoy, such as music or a regular beat • Concentrates intently on an object or activity of own choosing for short periods • Pays attention to dominant stimulus – easily distracted by noises or other people talking. • Enjoys laughing and being playful with others

Range 3: • Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations • Pays attention to own choice of activity, may move quickly from activity to activity

Range 4: • Listens with interest to the noises adults make when they read stories • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door • Shows interest in play with sounds, songs and rhymes. • Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus

Range 5: • Listens to others in one-to-one or small groups, when conversation interests them • Listens to familiar stories with increasing attention and recall • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Focusing attention – can still listen or do, but can change their own focus of attention • Is able to follow directions (if not intently focused)

Range 6: • Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity • May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span

Listening, Attention and Understanding.- ELG .

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. C&L.LAU.ELG

Make comments about what they have heard and ask questions to clarify their understanding. C&L.LAU.ELG

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. C&L.LAU.ELG

Listening to others.	I turn to people talking and gaze at them. I watch their face.	I can listen and respond to simple instructions. I listen to stories.	I enjoy listening to stories. I can only listen to one thing at a time.	I am now listening carefully. I know why listening carefully is important e.g. safety, following instructions.	I listen to stories with interest. I listen to rhymes, poems and songs carefully.	I listen to non-fiction books. I am developing new knowledge through listening to these books.	I listen attentively during discussions as a class, with peers and with my teacher. C&L. LAU. ELG
Asking questions.	I understand simple questions e.g. "who is that?"	I understand questions that involve two actions.	I understand 'why' questions and respond appropriately to them.	I can ask questions about stories that have been read to me and I have read. C&L. LAU. ELG		I can ask questions in discussions when 1:1, in small groups and larger class discussions. C&L. LAU. ELG	

Having conversations	I respond to the sound of voices. I respond to noises - a knock at the door.	I listen to others in 1-1 conversations.	I join in with key events when sharing a story.	I listen to others when having a conversation.	I can listen attentively and respond appropriately during conversations. C&L. LAU. ELG	I can hold a conversation with my peers and teachers back and forth.

Speaking

Birth – 5 Matters - Speaking

Range 1: • Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing • Makes own sounds in response when talked to by familiar adults • Lifts arms in anticipation of being picked up • Practises and gradually develops speech sounds(babbling) to communicate with adults; says sounds like baba, nono, gogo • Points and looks to make requests and to share an interest.

Range 2: • Uses sounds in play, e.g. brrrm for toy car • Uses single words • Frequently imitates words and sounds • Enjoys babbling and increasingly experiments with using sounds • Uses words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye) • Uses pointing with eye gaze, and then fingers or hands, to make requests and to share an interest • Creates personal words as they begin to develop language

Range 3: • Copies familiar expressions, e.g. Oh dear, All gone. • Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot) • Beginning to put two words together (e.g. Want ball, More juice) • Beginning to ask simple questions • Beginning to talk about people and things that are not present • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying Want it

Range 4: • Uses language to share feelings, experiences and thoughts • Holds a conversation, jumping from topic to topic • Learns new words very rapidly and is able to use them in communicating • Uses a variety of questions (e.g. what, where, who) • Uses longer sentences (e.g. Mummy gonna work) • Beginning to use word endings (e.g. going, cats)

Range 5: • Beginning to use more complex sentences to link thoughts (e.g. using and, because) • Able to use language in recalling past experiences • Can retell a simple past event in correct order (e.g. went down slide, hurt finger) • Uses talk to explain what is happening and anticipate what might happen next • Questions why things happen and gives explanations. Asks e.g. who, what, when, how • Beginning to use a range of tenses (e.g. play, playing, will play, played) • Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture • Uses intonation, rhythm and phrasing to make the meaning clear to others • Talks more extensively about things that are of particular importance to them • Builds up vocabulary that reflects the breadth of their experiences • Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle

Range 6: • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words • Uses language to imagine and recreate roles and experiences in play situations • Links statements and sticks to a main theme or intention • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events • Introduces a storyline or narrative into their play

Speaking- ELG .

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. C&L.SP.ELG

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. C&L.SP.ELG

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. C&L.SP.ELG

Holding discussions with others.	I can copy adults taking turn in conversations. I try to copy adult speech.	I copy familiar expressions. I am beginning to develop conversation.	I can express my point of view using words and actions.	I can start a conversation and continue it.	I can use talk to organise, sequence and clarify thinking.	I can hold a conversation with my peers and teachers back and forth.	I can explain why things happen and use new vocabulary during these discussions C&L.SP.ELG

Vocabulary and explanations	I copy the words adults make around me.	I am learning rhymes. I can express my point of view.	I can use talk to organise my play.	I learn new vocabulary. I use this throughout the day.	I can extend my vocabulary be grouping and naming and exploring the meaning of these new words.				I use recently introduced vocabulary in discussions. I explain why things happen. C&L.SP.ELG
Progression of a child's speech.	I am babbling. I am copying adults speech.	I am putting two words together e.g. more juice. I am saying longer sentences.		I may have problems with irregular tenses such as 'runned' or 'swimmed'.	I am using the language I hear around me.	I am using longer sentences.	I can articulate my ideas and thoughts through well-articulated sentences.	I use connectives in my speech.	I speak in full sentences. I speak with conjunctions and in past, present and future tenses. C&L.SP.ELG

EYFS Progression of skills and assessment checkpoints - Personal, Social, Emotional Development	
Self-regulation Managing Self Building Relationships	
Self-regulation	
Birth - 5 Matters – Understanding emotions Range 1: • Communicates a range of emotions (e.g. pleasure, interest, fear, surprise, anger and excitement) through making sounds, facial expressions, and moving their bodies • Expresses feelings strongly through crying in order to make sure that their needs will be met • May whimper, scream and cry if hurt or neglected. If their needs are not responded to, they may become withdrawn and passive • Seeks physical and emotional comfort by snuggling in to trusted adults • Is affirmed and comforted by familiar carers through voice, physical presence and touch, for example singing, cuddles, smiles or rocking • Reacts emotionally to other people's emotions; smiling when smiled at and becoming distressed if they hear another child crying or see a blank unresponsive face Range 2: • Shows a wider variety of feelings, using crying, gestures and vocalisations freely to express their needs • Begins to become aware of their emotions as the connections in the brain that make feelings conscious grow and develop • Uses familiar adult to share feelings such as excitement and for "emotional refuelling" when feeling tired or anxious • Uses a comfort object, familiar others, routines or spaces to soothe themselves, particularly when separated from their close carer • Becomes more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routine • Explores the boundaries of behaviours that are accepted by adults and become aware of basic rules as they use their emerging agency and autonomy Range 3: • Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words • Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking 3 4 • Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement • Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries Range 4: • Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling • Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or over stimulated • Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions • Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset • Responds to the feelings of others, showing concern and offering comfort • May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows Range 5: • Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt. • May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares • Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants • Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions Range 6: • Understands their own and other people's feelings, offering empathy and comfort • Talks about their own and others' feelings and behaviour and its consequences • Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people • Is more able to manage their feelings and tolerate situations in which their wishes cannot be met • Seeks support, "emotional refuelling" and practical help in new or challenging situations. • Is aware of behavioural expectations and sensitive to ideas of justice and fairness • Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise	**Writing- ELG .** Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. PSED.S-R.ELG Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. PSED.S-R.ELG 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. PSED.S-R.ELG

Managing own emotions and feelings.	I react emotionally to others emotions.	I can express myself e.g. smile, cry.	I am beginning to talk about my emotions and manage them.	I may recognise that some actions can hurt or harm others and begin to stop myself from doing something I shouldn't.	I can confidently talk about my emotions using words such as 'happy' 'sad' 'angry' or 'worried'.	I moderate my feelings and emotions e.g. calming down after being upset.	I confidently talk about my emotions and feelings and explain how and why I feel the way I do with good understanding. PSED.S-R.ELG	
Understanding others emotions and feelings.	I react to others emotions. E.g. smiling back at someone.	I am aware of others' feelings and beginning to show empathy e.g. by offering a comfort object to another child	I am beginning to understand how others might be feeling through facial expressions and body language.	I consider the feelings of others e.g. going to children who are upset to comfort them.	I can understand why others may feel happy or sad because of events that have happened. PSED.S-R.ELG			
Behaviour	I seek adult support when upset.	I express positive and negative behaviours.	I am developing my control and am beginning to turn take etc.	I understand others behaviours more.	I understand the different expectation of me.	I am aware of the behavioural expectations and the idea of justice and fairness.	I can work towards goals and show patience towards others and control my own behaviour without reminders from adults. PSED.S-R.ELG	I listen to the teacher and respond to them appropriately at all times. PSED.S-R.ELG	I follow instructions from my teacher, even when given several actions. PSED.S-R.ELG

Managing Self

Birth - 5 Matters – Sense of self

Range 1: • Learns about their physical self through exploratory play with their hands and feet and movement • Is becoming aware of self as they imitate sounds and expressions that are mirrored back to them by close adults: laughing and gurgling during physical interactions • Shows awareness of being a separate individual through initiating contact with others using voice, gesture, eye contact and facial expression and through secure-base behaviours • Expresses awareness of their physical self through their own movements, gestures and expressions and by touching their own and other's faces, eyes, and mouth in play and care events • Shows growing confidence that their needs will be met by freely expressing their need for comfort, nourishment or company

Range 2: • Responds to their own name and enjoys finding own nose, eyes or tummy as part of interactive games • Shows an interest in their reflection in a mirror, although may not yet realise that the reflection is them • Shows separation anxiety as they become more aware of themselves as separate individuals • Shows an emerging autonomy through asserting choices and preferences such as different tastes and rejects things they do not want, for example by pushing them away • Understands that their own voice and actions causes an effect on others, e.g. clapping hands starts a game • Shows growing self-confidence through playing freely and with involvement

Range 3: • Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes • Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs • Begins to use me, you and I in their talk and to show awareness of their social identity of gender, ethnicity and ability • Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying no, me do it or mine

Range 4: • Knows their own name, their preferences and interests and is becoming aware of their unique abilities • Is developing an understanding of and interest in differences of gender, ethnicity and ability • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions • Experiments with their own and other people's views of who they are through their play, through trying out different

Writing- ELG .

. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. PSED.MS.ELG

• Explain the reasons for rules, know right from wrong and try to behave accordingly. PSED.MS.ELG

• Manage their own basic hygiene and personal needs,

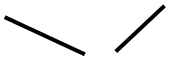
behaviours, and the way they talk about themselves • Is gradually learning that actions have consequences but not always the consequences the child hopes for Range 5: • Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themself in relation to social groups and to their peers • Is sensitive to others' messages of appreciation or criticism. • Enjoys a sense of belonging through being involved in daily tasks • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help Range 6: • Recognises that they belong to different communities and social groups and communicates freely about own home and community • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination • Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group • Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms • Has a clear idea about what they want to do in their play and how they want to go about it • Shows confidence in choosing resources and perseverance in carrying out a chosen activity						including dressing, going to the toilet and understanding the importance of healthy food choices. PSED.MS.ELG
Understanding myself, my preferences and emotions.	I can say what I want e.g. asking for a toy.	I can make simple decisions for myself e.g. having juice or milk.	I have a preference when playing e.g. small world or outdoors.	I am showing resilience in the face of challenges e.g. opening my drink.	I am confident when trying new activities. PSED.MS.ELG	I show perseverance in the face of challenge. PSED.MS.ELG
Following rules	I talk about my emotions e.g. what has made me happy or sad.	I am becoming more responsible.	I am following the rules of my setting with reminders.	I follow rules without reminders.	I can explain the reasons for why we have rules. PSED.MS.ELG	I know right from wrong and I try to behave accordingly. PSED.MS.ELG
Managing my needs and feelings.	I can express my needs e.g. Saying I am hungry.	I am beginning to understand I need to look after myself e.g. keeping safe, going to the toilet.	I am managing my own needs more frequently.	I am developing in confidence, independence, resilience and perseverance. PSED.MS.ELG	I am managing my own basic hygiene and personal needs e.g. dressing, toileting and healthy food choices. PSED.MS.ELG	
Building Relationships						
Birth - 5 – Making Relationships Range 1: • Enjoys the company of others and seeks contact with others from birth. • Shows their readiness to be social through using their sensory abilities; following movement and gazing at faces intently. • Moves body, arms and legs and changes facial expression in response to others, e.g. sticking out tongue, opening mouth and widening eyes. • Responds to what carer is paying attention to, e.g. following their gaze. • Distinguishes between people, recognising the look, sound and smell of their close carer. • They will usually calm, smile or reduce crying when they hear their carers'/parent's voice, or smell their clothing, for example. • Holds up arms to be picked up and cuddled and is soothed by physical touch such as being held, cuddled and stroked. • Begins to display attachment behaviours such as wanting to stay near and becoming upset when left with an unfamiliar person. • Becomes wary of unfamiliar people or people they have not seen for a while. Range 2: • Draws others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs • Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult's attention to something • Engages another person to help achieve a goal, e.g. to get an object out of reach • Cooperates with caregiving experiences, such as dressing • Builds relationships with special people•						**Writing- ELG** . Work and play co-operatively and take turns with others. PSED.BR.ELG . Form positive

Displays attachment behaviours such as wanting to stay near to their close carers, checking where they are and protesting when separated • Is wary of unfamiliar people • Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations • Closely watches others' body language to begin to understand their intentions and meaning • Is fascinated by other children, watching them and interacting with them through offering toys, food etc, and by reaching for objects that another has. Range 3: • Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations • Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy • Enjoys playing alone and alongside others and is also interested in being together and playing with other children • Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions • Asserts their own ideas and preferences and takes notice of other people's responses • Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration Range 4: • Builds relationships with special people but may show anxiety in the presence of strangers • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it • Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest Range 5: • Seeks out companionship with adults and other children, sharing experiences and play ideas • Uses their experiences of adult behaviours to guide their social relationships and interactions • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play Range 6: • Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others • Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking • Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours • Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support RANGE 6 • Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations • Is proactive in seeking adult support and able to articulate their wants and needs • Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship	attachments to adults and friendships with peers. PSED.BR.ELG . Show sensitivity to their own and to other's needs. PSED.BR.ELG

Confidence	I am building relationships with special people. I am playing on my own and with others.	I show confidence when I feel secure in the presence of a familiar adult.	I am becoming more outgoing with unfamiliar people within my setting. I am showing more confidence when talking to new people.	I know people should listen to me just as I should listen to them.	I show confidence when playing and talking to adults and friendship peers. PSED. BR. ELG	
Friendships	I have created attachments in nursery to peers or my key person.	I am building friendships with other children.	I play with one or more children and converse with them to extend play.	I have multiple positive friendly relationships with children and adults in my setting.	I have formed positive adult and peer friendships. PSED. BR. ELG	I work and play co-operatively, including turn taking, with others. PSED. BR. ELG

Other's and their feelings.	I am building friendships with others.	I ask questions about people – including their differences between me and them.	I am beginning to find solutions to conflicts I am having e.g. when two people want the bike I use the timer to take turns.	I can think about the perspective of others	I show sensitivity to my own needs. I show sensitivity to others needs.. PSED. BR. ELG

EYFS Progression of skills and assessment checkpoints - Physical Development	
Fine motor skills – linked to writing	**Gross Motor skills – linked to P.E**
Fine Motor skills	
Birth - 5 – Moving and Handling Range 1: • Gradually develops ability to hold up own head • Makes movements with arms and legs which gradually become more controlled - moves hands together/legs together • Follows and tracks a sound or moving object, moving head and eyes • When lying on back, plays with hands and grasps feet, alternating mouthing hands/feet with focusing gaze on them, and vocalising • Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp • Rolls over from back to side, gradually spending longer on side waving upper leg before returning to back • Develops roll from back right through to front, gradually becoming happy to spend longer on tummy as able to lift head for longer • Explores objects with mouth, often picking up an object and holding it to the mouth for lips and tongue to explore (mouthing) • When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms • Starts to creep (belly crawl commando-style) from prone (on tummy) position on the floor, often moving backwards before going forwards • Becomes increasingly able to communicate, both expressing and responding through body movements, gesture, facial expression and vocalisations Range 2: • Belly crawling moves into crawling up on hands and knees Positive Relationships: what adults might do • Enable older babies to have at least three hours a day moving and • Becomes adept at changing position from crawling to sitting in order to stop, pick up, handle and investigate objects • Sits unsupported on the floor, leaving hands free to manipulate objects with both hands • Picks up objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them • Enjoys finger and toe rhymes and games. • Pulls to standing from crawling, holding on to furniture or person for support • Walks around furniture lifting one foot and stepping sideways (cruising) • Starts walking independently on firm surfaces and later on uneven surfaces • Points with first finger, sharing attention with adult. • Starts to throw and release objects overarm. • Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint • Pushes, pulls, lifts and carries objects, moving them around and placing with intent • Climbs inside, underneath, into corners and between objects • Manipulates objects using hands singly and together, such as squeezing water out of a sponge Range 3: • Develops security in walking upright using feet alternately and can also run short distances • Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time • Changes position from standing to squatting and sitting with little effort • Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions • Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand. • Shows interest, dances and sings to music rhymes RANGE and songs, imitating movements of others • Can walk considerable distance with purpose, stopping, starting and changing direction • Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other • When holding crayons, chalks etc, makes connections between their movement and the marks they make • Uses gesture and body language to convey needs and interests and to support emerging verbal language use Range 4: • Sits up from lying down, stands up from sitting and squats with • Runs safely on whole foot • Moves in response to music, or rhythms played on instruments such as drums or shakers • Jumps up into the air with both feet leaving the f loor and can jump forward a small distance • Begins to walk, run and climb on different levels and surfaces • Begins to understand and choose different ways of moving • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Climbs up and down stairs by placing both feet on each step while holding a handrail for support • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride • May be beginning to show preference for dominant hand and/or leg/foot • Turns pages in a book, sometimes several at once • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Holds mark-making tools with thumb and all fingers	**Writing- ELG .** . Write recognisable letters, most of which are correctly formed. WRITE.ELG • Spell words by identifying sounds in them and representing the sounds with a letter or letters. WRITE.ELG • Write simple phrases and sentences that can be read by others. WRITE.ELG <u>HANDWRITING</u> . Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. FMS. ELG

Range 5: • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Creates lines and circles pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons Range 6: • 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, crawling, walking, running, jumping, skipping, sliding and hopping • 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 • Uses simple tools to effect changes to materials • Handles tools, objects, construction and malleable materials safely and with increasing control and intention • Shows a preference for a dominant hand • Begins to use anticlockwise movement and retrace RANGE (cont.) 6 vertical lines • Begins to form recognisable letters independently • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed								
STAGE 1- **Core strength and posture**	Use a prone position laying on the floor, as I begin to prop up my body for writing. I am developing some core stability.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor		Remember to push my chair under the table and I am beginning to sit up straight as I write. Some prompting.	Sit up at tall at the table with my feet on the floor. 90-90-90 position' – 90-degree angle at the feet/ankles, at the knees and at the elbows.			
STAGE 1- **Fine motor – wrist – arm and finger strength dexterity.**	Pivot my shoulder using upper body strength, e.g. swinging, pushing and lifting	Pivot my elbow for large-scale movements from side-to-side and up and down. Elbow takes over more work from the shoulder.		Pivot my wrist for smaller scale movements to grasp and grip small-scale marks with finer tools.	Isolate and move different fingers, e.g. show finger numbers, use identified fingers to pinch, press, and use a pincer grip, etc. Strength in fingertips.			
STAGE 1- **Holding a pencil** **Hand dominance**	Hold the pencil in a palmar or digital grip. Swapping and testing hands.	Develop a pincer grip. I may still be determining which hand to use.	Sometimes hold a pencil correctly with support.	Consistently use a dominant hand.	Hold a pencil with a tripod pincer grip.	Correctly hold a pencil and use it with good control and pressure. Hold/ move the paper with one hand and write with the other.		
Writing symbols. 8 figures of Visual Motor Integration)(VMI)	I can record a straight vertical line. (2 years)	I can record a horizontal straight line. (2 ½ years)	I can record a circle. (3 years) 	I can record a vertical cross. (3 ½ - 4 years) +	I can record a square. (4 years) 	I can record diagonal lines to the left and right. (4 ½ ys) 	I can record a cross using diagonal lines. (4 years 11 mths). **X**	I can record a triangle. (5 years 3 months) 

STAGE 2- **2) NAME-**	make an attempt at my name.	form some letters in my name.	form most letters of my name.	form the letters for my first name correctly.	Form the letters for my full name correctly.
3) LETTER FORMATION-	Correctly form **some** letters from Phase 2 and name.	Correctly forming **most** letters from the 26 in the alphabet.	Correctly forming **all** of the 26 letters from the alphabet.		
4) SIZING-	Begin to reduce the size of my letters.	Record letters with some consistency of size and neatness.	Record small, neat and consistently sized letters		
5) ORIENTATION-	Begin to sit some letters on the line.	Sit most letters onto the line.	Sit all the letters on the line.	Orientate all letters as tall, middle or lazy letters.	
STAGE 3 **6) JOINS -**	Begin to make some simple letter joins e.g. digraphs from Phase 3, e.g. oo or ee.	Join to letters without ascenders, e.g. un um ig id ed eg an or ing ung	Second join- To letters with ascenders; ch sh th tl ll ill sli slu ck ack st sti ink unk	Third join- Horizontal joins; od pg re ve oon oom	

Gross Motor skills	
Birth - 5 – Moving and Handling *See above for the same objectives	**Gross Motor skills- ELG .** Negotiate space and obstacles safely, with consideration for themselves and others. GMS. ELG Demonstrate strength, balance and coordination when playing. GMS. ELG Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. GMS. ELG

Running. Jogging and skip	Develop different ways of moving the body.	Runs safely on whole foot and can stop, change direction and slow down.	Run in a straight line. Skip with alternate feet.	Chooses to move in a range of ways, moving freely and with confidence … crawling, walking, running, jumping, skipping, sliding and hopping		Travel at differing speeds on command or need. Select the appropriate speed, pace and distance for running.	
Throwing	Explore throwing different objects and items. Light items fall more slowly e.g scarves, bubbles, beach balls.	Throw large balls and beanbags overarm.	Throw large balls to a partner with a short distance and to large targets.	Throw smaller balls and bean bags overarm.	Throw small balls to a partner with a short distance and to smaller targets e.g. a bucket or net.	Increase the distance for throwing to a person/ target. Increase the speed that the balls travels when throwing to others. Travel/ move and throw the ball.	
Catching	Explore throwing different objects and items. Light items fall more slowly e.g scarves, bubbles, beach balls - Use these first.	Can kick a ball and attempt to catch.	Catch a large soft ball in the palms of hands and fingers Cradle into chest.	Catch larger balls when throwing and catching with a partner from short distances.	Experiments with different ways of moving, testing out ideas and adapting movements – including catching.	Drop catch smaller balls after bouncing on the floor. Catch with one hand.	Increase the distance for catching and speed ball is travelling. Increase accuracy.

Rolling	Rolls a ball to another adult.	Roll large and small balls to adults and peers.	Roll large balls to a stationary and moving target on the floor - short distance.		Increase the rolling distance to the target.	Roll small balls to a friend / cones/ skittles along the floor - short distance.	Increase the rolling distance to the target.
Bat and striking	Hold a bat or racquet correctly.	Travel with an object balanced on a bat- one handed.	Swing a bat or racquet correctly and safely.		Use a bat or racquet to hit a large target on a stand.	Use a bat or racquet to hit a small ball on a stand.	Use a bat or racquet to hit a slow, moving ball.
Balance Bounce	Balance equipment on body parts e.g. palm of hand, back, shoulder, bent elbow.	Bounce a large ball off the floor and catch with two hands. Balance an egg on a spoon - Static-2 hands.	Bounce a small ball off the floor and catch with two hands. Balance an egg on a spoon - Two hands.	Bounce a large ball off the floor and catch with one hand. Egg on a spoon - one handed. Short distance.	Bounce a small ball off the floor and catch with one hand. Egg on a spoon - one handed. Longer distance.	Bounce a large ball against a wall and catch/ with a partner. Bounce in the middle. Egg on a spoon - one handed. Increase speed	Bounce a small ball against a wall and catch/ with a partner. Bounce in the middle.
Kicking	Shows interest in balls and may kick them.	Broadening movement skills through kicking.	Determine which foot I will use for kicking,	Kick a large ball to a large target/space goal.	Ball between two feet and squeeze ball. Knees together. Move with one foot forward and then the other.	Kick a ball to a smaller/narrower target/space goal.	Start exploring how to dribble a ball between wide obstacles/ markers.
Skipping with a rope	Jump on the balls of your feet onto targets.	Jump over a stationary line on the floor. Jump with one foot and then the other.	Successfully jump over a stationary line with both my feet together. Hold the skipping rope correctly		Turn the skipping rope overhead and step over the rope.	Turn the skipping rope overhead and jump over the rope.	Confidently skip forwards with the rope, extending to backwards when ready.
Jumping and landing	Bend knees. Bob up and down and keep my balance on the spot.	Jump on the spot with two feet together and land safely.	Jump with two feet together and jump forwards and backwards. Sack Race.	Jumping forwards on two feet, increasing control over distance and height.	Jump from two feet to one foot keeping my balance. Hopscotch	Hop one foot to the opposite foot and then to the same foot, landing safely.	Combine a sequence of 2-3 jumps with fluency and control in taking off and landing.
Dancing- Movement	I can move to music.	I can copy basic actions.	I can learn short routines, beginning to match pace.		I can learn longer routines, beginning to match pace.	I can put a sequence of actions together.	

Dancing- Interpretation	I can begin to watch the dances of others for short periods of time.		I can watch dances and performances.	I can say what I like and dislike about dances/ performances.	I can replicate parts of a dance or performance.	I can begin to improvise independently to create a simple dance.	
Gymnastics – Travelling at different levels	Explore sliding, crawling, walking, running, jumping and skipping on the floor.	Explore sliding, crawling and crawling along low gymnastic equipment such as benches.	Safely walk, crawl, slide climb up and jump over gymnastic equipment such as horses and benches.	Explore travelling at different levels by moving in high and low shapes across a range of basic gymnastic equipment.	Safely and confidently walk, crawl, slide, climb up and jump over gymnastic equipment such as beams and higher equipment and frames.		**PHYS. DEV. GMS – ELG** Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when working on the floor and gymnastic equipment. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
Gymnastics – Balancing	Keep still and hold a frozen shape whilst standing with two feet on the floor.	Balance on large patches/ body parts such as the bottom, back, side and front.	Explore the 5 basic balancing shapes: straight, tucked, star, straddle and pike.	Hold simple balances with 2 feet and one hand or two hands one foot – tripod.	Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).	Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet.	

EYFS Progression of skills and assessment checkpoints - Writing

Birth - 5 – Writing

Range 1: N/A

Range 2: Writing systems are complicated ways to symbolise meaning, and children need to learn many skills and develop a lot of knowledge as they begin to write. Writing skills and understanding start to develop in babies and toddlers. Firstly, children begin to understand that written texts are symbolic and carry meaning. Later they begin to produce and read written marks purposefully

Range 3: Begins to understand the cause and effect of their actions in mark making • Knows that the marks they make are of value • Enjoys the sensory experience of making marks

Range 4: • Distinguishes between the different marks they make • Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.

Range 5: Makes up stories, play scenarios, and drawings in response to experiences, such as outings • Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • Includes mark making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words

Range 6: • Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

Writing- ELG .

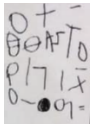
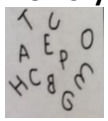
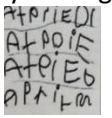
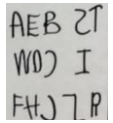
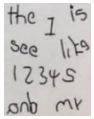
. Write recognisable letters, most of which are correctly formed. Writing-ELG

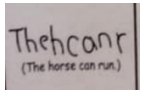
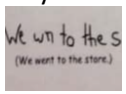
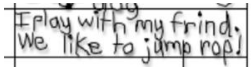
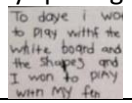
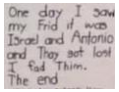
• Spell words by identifying sounds in them and representing the sounds with a letter or letters. Writing-ELG

• Write simple phrases and sentences that can be read by others. Writing-ELG

Handwriting

. Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. FMS-ELG

Early Steps **Making Marks**	I explore making marks, but I do not communicate meaning. Random scribbling. 	I draw basic pictures. I use lines to look like writing. Scribble writing Left to right direction I begin to assign meaning.  	I write symbols and shapes that look like writing. I assign meaning to the marks **Attempts to write name** 	I write random letters but there is no connection between letters and sounds. I talk about my writing and give meaning. **Writes name from memory** 	I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing. 	I write letters with spaces between them to resemble the idea of words. 	I copy words that I see in the environment around me. I often do not know what the words say. 

Developing Writing **Words**	I am beginning to hear initial sounds and attempt to write these down. **m - mum** **letter for name**	I can hear initial sounds in words and write the letters down to match. **c - cat** **d- dog** **p - pig**	I can write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right. **muy - mummy** **pto - potato** **sbr - strawberry**	I can spell out and write down vc cvc words by matching letters and sounds. **at in up** **cat** **dog** **pig**	I can write High Frequency decodable and tricky words from memory. **mum dad. and can** **I go to the no into**	I can spell out words with consonant clusters, vowel digraphs and trigraphs. **buzz fill. mess ship. chip thing rush** **boat sheep now soil** **chair night.** **Pure.**	I write more challenging words with a sound knowledge of Phase 2, 3 and 4 phonics. Phase 5-I use different spelling choices and more syllables. Plausible attempts **Phase 2, 3 and 4 HF words** **Adjacent consonants** **Alternative graphemes** **Split digraphs- home make**
Developing Writing **Sentences**	I can formulate and say a simple sentence for writing.	I can orally compose a sentence and hold it in my memory before I start to write it. **Repeats & recalls**	I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words. Begins to be readable to others. 	I can recall the order of words in my sentence. I start to put finger spaces between my words and to use known words. Writing is readable. I start to read my sentence. 	I can write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence. 	I can write spaces between all the words in my sentences. Some punctuation may be used. Medial and end sounds evident including vowels in my spellings. 	I can write two or more sentences using real spellings and silent letters. Most sentences have the correct beginning and end punctuation. 
Text forms and purposes	I attempt to write simple labels.	I can write simple labels	I can write simple lists.	I can write short captions and messages. I can write lists, greeting cards and menus.	I can write captions I can write instructions. I can write postcards.	I can write simple stories with a beginning, middle and end. I can write a letter.	I can write stories with narratives and storytelling language. I can write at length.

EYFS Progression of skills and assessment checkpoints - Reading

Word Reading and awareness **Comprehension**

Word Reading and awareness of words and text

Birth - 5 – Reading

Range 1: • Notices and engages with sounds and images in the environment. • As part of sensory exploration, may touch and handle books and digital reading devices • Enjoys looking at books and other suitable printed or digital material with familiar people, and being 1 2 3 read to

Range 2: • Handles books, printed and digital reading material with interest • Responds to sounds in the environment such as cars, sirens and birds • Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments • Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes • Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences

Range 3: • Is interested in and anticipates books and rhymes and may have favourites • Begins to join in with actions and sounds in familiar song and book sharing experience

Range 4: • Has some favourite stories, rhymes, songs, poems or jingles • Repeats and uses actions, words or phrases from familiar stories • Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a … Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps • Enjoys rhythmic and musical activity with 4 5 percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes

Range 5: • Listens to and joins in with stories and poems, when reading one-to-one and in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in stories and suggests how the story might end • Shows interest in illustrations and words in print and digital books and words in the environment • Recognises familiar words and signs such as own name, advertising logos and screen icons • Looks at and enjoys print and digital books independently • Knows that print carries meaning and, in English, is read from left to right and top to bottom • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) • Handles books and touch screen technology carefully and the correct way up with growing competence • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps • Begins to develop phonological and phonemic awareness- Shows awareness of rhyme and alliteration- Recognises rhythm in spoken words, songs, poems and rhymes- Claps or taps the syllables in words during sound play - Hears and says the initial sound in words

Range 6: • Enjoys an increasing range of print and digital books, both fiction and non-fiction • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading • Describes main story settings, events and principal characters in increasing detail • Re-enacts and reinvents stories they have heard in their play • Knows that information can be retrieved from books, computers and mobile digital devices • Is able to recall and discuss stories or information that has been read to them, or they have read themselves. • Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example • Begins to develop phonological and phonemic awareness- Continues a rhyming string and identifies alliteration- Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them- Starts to link sounds to letters, naming and sounding the letters of the alphabet- Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.

Word Reading- ELG .

Say a sound for each letter in the alphabet and at least 10 digraphs. WR-ELG

• Read words consistent with their phonic knowledge by sound-blending. WR-ELG

• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. WR-ELG

STAGE 1- Verbal rhyming and alliteration	Listens to and enjoys songs and rhymes. Joins in with songs and rhymes and says some of the words.	Singing songs and rhymes independently.	I can continue a rhyming string and identify some alliteration.	I can recognise and produce rhymes and I am developing a deeper understanding of rhyme.	I can read aloud simple rhyming sentences and rhyming books consistent with my phonics knowledge.

STAGE 2-	Has some favourite stories, rhymes or poems.	Listens to and joins in with stories and poems, when	Describes main story settings, events and	Re-enacts and reinvents stories they have heard in their play	Is able to recall and discuss stories or information that has been read to them, or they have read themselves

Joining in with stories read to me.	Repeats some words or phrases.	reading one-to-one and in small groups	principal characters in increasing detail			
STAGE 3- Recognising print and books.	Enjoys looking at books and other suitable printed or digital material with familiar people, and being read to	Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences	Shows interest in illustrations and words in print and digital books and words in the environment	Recognises familiar words and signs such as own name, advertising logos and screen icons	Knows that print carries meaning and, in English, is read from left to right and top to bottom	Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc
STAGE 5- Common exception words	I understand some words cannot be sounded out.	I can read a few common exception words linked to my schools reading scheme.	I can read common exception words when they are included in simple phrase or sentence.		I can read simple sentences and books that include common exception words	
STAGE 6- Reading fluently	I am developing some phonological awareness – for example spotting words with the same initial sound.	I am blending sounds to create words.	I can read simple phrases and sentences in my books with some fluency.	I can re-read these books to develop my confidence in reading and my fluency.	I can identify all the sounds in my books and 10 or more diagraphs.	I can sound blend all the words in my books that match to my phonetic ability.	I can read aloud sentences with good fluency that are matched to my phonetic ability.

Comprehension	
Birth - 5 – Reading – See Above	**Comprehension- ELG .** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. COMP-ELG • Anticipate (where appropriate) key events in stories. COMP-ELG • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play COMP-ELG

Questioning	Asks simple questions about the book	Talks about events and principal characters in stories and suggests how the story might end	Engages in conversation about stories then asks questions.	Asks more in-depth questions showing a good understanding of the text.	Asks questions about key events in the story.	Answers more complex questions during discussions about a wide range of texts and answers with confidence and good logic.
Vocabulary	Joins in with repeated words used in text.	Develops play around favourite stories using props, beginning to use some text related vocab.	Notices words they do not know the meaning of.	Discusses word meanings and links new words to known words.	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading	Uses and understands vocabulary that has been introduced through a book correctly and showing a good understanding of events.
Inference	Looks at the pictures when reading a story.	Beginning to look more in detail at the pictures and talk about what is happening.	Begins to be aware of the way stories are structured, and to tell own stories.	Is able to recall and discuss stories or information that has been read to them, or they have read themselves	Makes rational anticipations of key events in the story through inferences.	Answers questions about the text that requires them to 'read beyond the text' e.g. why do you think…

Prediction	Sharing own ideas about the texts being read to them.	Beginning to predict what might happen next when prompted.	Talks about events and principal characters in stories and suggests how the story might end.	Make simple predictions from the story based on the story, previously read stories and own life experiences.	Predicts key events in the story either before the story is read or during reading the story.	Explains predictions and justifies why they may happen.	
Explaining	Says which stories they would like to read.	Talks about events and principal characters in stories and suggests how the story might end	Is able to recall and discuss stories or information that has been read to them, or they have read themselves.	Explain what has been read to them in their own words.	Expresses their ideas and views about the characters and events in the story.		
Retrieval	Looks at the pictures when reading a story.	Beginning to look more in detail at the pictures and talk about what is happening.	Answers simple questions about events that have just happened in a story.	Understands that pictures offer many clues as to what has happened or will happen in a text.	Is able to recall and discuss stories or information that has been read to them, or they have read themselves.	Knows that information can be retrieved from books, computers and mobile digital devices	Retrieves information by finding key words in the text.
Sequencing	Looks at books from front to back.	Knows we read from left to right, top to bottom.	Can retell a story through images – such as a story map.	Begins to be aware of the way stories are structured, and to tell own stories	Is able to recall and discuss stories or information that has been read to them, or they have read themselves	Can sequence a class story remembering some details and key events including story specific vocabulary too.	

EYFS Progression of skills and assessment checkpoints - Maths

Counting Number Ordering Numbers One less and subtraction One more and addition Number bonds Comparing number Doubling Sharing and halving Shape Patterns Weight Length and height Time Capacity

Birth - 5 – Mathematics

Range 1: **Number** • Reacts to changes of amount when those amounts are significant (more than double) **Spatial awareness** • Explores space when they are free to move, roll and stretch • Developing an awareness of their own bodies, that their body has different parts and where these are in relation to each other **Shape** • Explores differently sized and shaped objects • Beginning to put objects of similar shapes inside others and take them out again 1 **Pattern** • Shows interest in patterned songs and rhymes, perhaps with repeated actions • Experiences patterned objects and images • Begins to predict what happens next in predictable situations **Measures** • Responds to size, reacting to very big or very small items that they see or try to pick up

Range 2: **Number** • May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers • Looks for things which have moved out of sight **Spatial awareness** • Explores space around them and engages with position and direction, such as pointing to where they would like to go. **Shape** • Stacks objects using flat surfaces • Responds to changes of shape • Attempts, sometimes successfully, to match shapes with spaces on inset puzzles. **Pattern** • Joins in with repeated actions in songs and stories • Initiates and continues repeated actions. **Measures** • Shows an interest in objects of contrasting sizes in meaningful contexts • Gets to know and enjoys daily routine • Shows an interest in emptying containers.

Range 3: **Comparison** • Responds to words like lots or more **Counting** • Says some counting words • May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence **Cardinality** • Uses number words, like one or two and sometimes responds accurately when asked to give one or two things **Spatial Awareness** • Enjoys filling and emptying containers • Investigates fitting themselves inside and moving through spaces **Shape** • Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles • Beginning to select a shape for a specific space • Enjoys using blocks to create their own simple structures and arrangements **Pattern** • Becoming familiar with patterns in daily routines • Joins in with and predicts what comes next in a story or rhyme • Beginning to arrange items in their own patterns, e.g. lining up toys. **Measures** • Shows an interest in size and weight • Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram • Beginning to understand that things might happen now or at another time, in routines.

Range 4: **Comparison** • Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' Counting • Begins to say numbers in order, some of which are in the right order (ordinality) Cardinality (How many?) • In everyday situations, takes or gives two or three objects from a group • Beginning to notice numerals (number symbols) • Beginning to count on their fingers. **Spatial Awareness** • Moves their bodies and toys around objects and explores fitting into spaces • Begins to remember their way around familiar environments • Responds to some spatial and positional language • Explores how things look from different viewpoints including things that are near or far away. **Shape** • Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions **Pattern** • Joins in and anticipates repeated sound and action patterns (cont.) • Is interested in what happens next using the pattern of everyday routines **Measures** • Explores differences in size, length, weight and capacity • Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time

Range 5: **Comparison** • Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! Positive Relationships: what adults might do • Encourage children to share items between two people or toys. • Capitalise on children's fascination with counting by joining in when they count in games. **Counting** •

Number ELG .

• Have a deep understanding of number to 10, including the composition of each number. NUM-ELG

• Subitise (recognise quantities without counting) up to 5. NUM-ELG

• 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 NUM-ELG

Numerical Patterns ELG .

• Verbally count beyond 20, recognising the pattern of the counting system. NP-ELG

• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. NP-ELG

• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. NP-ELG

May enjoy counting verbally as far as they can go • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. • Uses some number names and number language within play, and may show fascination with large numbers • Begin to recognise numerals 0 to 10 **Cardinality** • Subitises one, two and three objects (without counting) • Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) • Links numerals with amounts up to 5 and maybe 5 beyond • Explores using a range of their own marks and signs to which they ascribe mathematical meanings **Composition** • Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers • Beginning to use understanding of number to solve practical problems in play and meaningful activities • Beginning to recognise that each counting number is one more than the one before • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same **Spatial Awareness** • Responds to and uses language of position and direction • Predicts, moves and rotates objects to fit the space or create the shape they would like **Shape** • Chooses items based on their shape which are appropriate for the child's purpose • Responds to both informal language and common shape names • Shows awareness of shape similarities and differences between objects • Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes • Attempts to create arches and enclosures when building, using trial and improvement to select blocks. **Pattern** • Creates their own spatial patterns showing some organisation or regularity • Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) • Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next **Measures** • In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items • Recalls a sequence of events in everyday life and stories Range 6: **Comparison** • Uses number names and symbols when comparing numbers, showing interest in large numbers • Estimates of numbers of things, showing understanding of relative size **Counting** • Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 • Increasingly confident at putting numerals in order 0 to 10 (ordinality) **Cardinality** • Engages in subitising numbers to four and maybe five • Counts out up to 10 objects from a larger group • Matches the numeral with a group of items to show how many there are (up to 10) **Composition** • Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects 6 • Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three • In practical activities, adds one and subtracts one with numbers to 10 • Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-" **Spatial Awareness** • Uses spatial language, including following and Positive Relationships: what adults might do • Encourage the use of relative terms (in front of, behind, before and after, in a line, next to and between). giving directions, using relative terms and describing what they see from different viewpoints • Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) • May enjoy making simple maps of familiar and imaginative environments, with landmarks **Shape** • Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes • Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes • Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build **Pattern** • Spots patterns in the environment, beginning to identify the pattern "rule" • Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat. Measures • Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy • Becomes familiar with measuring tools in everyday experiences and play • Is increasingly able to order and sequence events using everyday language related to time • Beginning to experience measuring time with timers and calendars	

Early Number sense - Counting						
Assessment Focus (1): Object Counting	**(a)** I can use one-to-one correspondence when counting and understand that the last number said is the number in the set.	**(b)** I can count up to 5 objects (including different sized objects) moving each as they are counted.	**(c)** I understand that objects can be counted in any order or arrangement and the answer is still the same.	**(d)** I can count up to 10 objects (including different sized objects) moving each as they are counted.	**(e)** I can count out a given amount up to 10 (identified verbally or written) from a greater set.	**(f)** I can reliably count up to 20 objects moving each as they are counted and also take amounts up to 20 from a greater set.
Assessment Focus (2): Matching quantities and numerals - Counting sets of objects.	**(a)** I can use one to one correspondence when counting and I understand the last number said is the number in the set	**(b)** I can count up to 3 objects (including different sized objects), moving each as they are counted. I can match the set to the numeral.	**(c)** I can count up to 5 objects (including different sized objects), moving each as they are counted. I can match the set to the numeral	**(d)** I can count up to 10 objects (including different sized objects), moving each as they are counted. I can match the set to the numeral.	**(e)** I can count up to 20 objects (including different sized objects), moving each as they are counted. I can match the set to the numeral. Count reliably with numbers from 1 to 20. **Number ELG**	
Assessment Focus (3): Perceptual Subitising	**(a)** I can recognise familiar arrangements for numbers up to 5 when on a dice or domino	**(b)** I can identify quantities of objects up to 5 when placed in a dice or domino arrangement	**(c)** I can identify quantities of objects from 1 to 3 when arranged randomly	**(d)** I can explore arrangements of quantities within 5 using a ten frame	**(e)** I can state without counting (subitise) quantities within 5 **Subitise (recognise quantities without counting) up to 5. Number ELG**	
Assessment Focus (4): Counting pictures that cannot be moved.	**(a)** I can count up to 5 objects, **moving** each as they are counted	**(b)** I can count up to 5 pictures that cannot be moved, **marking** each as they are counted.	**(c)** I can count up to 10 pictures that cannot be moved, **marking** each as they are counted	**(d)** I can count up to 20 pictures, that cannot be moved, **marking** each as they are counted	**(e)** I can count up to 20 pictures without marking using a strategy such as starting at one side, ensuring that all pictures are included and that none have been counted more than once. **Count reliably with numbers from 1 to 20. Number ELG**	
Assessment Focus (5): Counting Objects - Counting Beyond Ten	**(a)** I can count up to 10 objects, moving each as they are counted Count out a group of 10 objects from a greater set	**(b)** I can recognise that when a ten frame is full this represents 10 Recognise a 10 Numicon Shape	**(c)** I can arrange a group of 11 to 19 objects into 1 group of 10 plus another group	**(d)** I can use structured equipment number such as bundles of art straws, Unifix (tower of 10), Ten Frame with counters to create a group of 10 plus another group	**(e)** I can understand that 'teen' numbers are a group of 10 plus another number	

Assessment Focus (6): Counting Objects - Counting in 10s	**(a)** I can fill a Tens Frame and know this makes ten items.	**(b)** I can count out a tower of ten blocks. I know this is one full ten and no spare ones.	**(c)** I can make a series of tens towers and begin to count the pattern of multiples of 10, e.g., 10, 20, 30.	**(d)** I can make a given multiple of ten using Numicon, Tens Frames, Number Rods or Tens Towers. I can count in multiples of 10 and identify the number in the set.	**(e)** I can make a given multiple of ten using Numicon, Tens Frames, Number Rods or Tens Towers. I can count in multiples of 10 and identify the number in the set.
Assessment Focus (7): Counting Objects - Mathematical Representations and Graphics.	**(a)** I can represent a given amount up to 3 using marks and pictures and explain my jottings.	**(b)** I can represent a given amount up to 5 using marks and pictures and explain my jottings.	**(c)** I can represent a given amount up to 10 using marks and pictures and explain my jottings.	**(d)** I can represent my simple mathematical ideas and calculations using pictures symbols and numerals and explain it.	**(e)** I can represent my simple mathematical ideas and calculations using pictures symbols and numerals and explain it.
Assessment Focus (8): Counting Objects - Mathematical Representations	**(a)** I can represent a given amount up to 3 using objects and pictures.	**(b)** I can represent a given amount up to 5 using objects and pictures.	**(c)** I can represent a given amount up to 10 using objects and pictures.	**(d)** I can represent a given amount up to 20 using objects and pictures.	**(e)** I can represent my simple mathematical ideas and calculations using objects and pictures.
Assessment Focus (9): Comparing groups of objects or numbers	**(a)** I can identify a set that has more and a set that has fewer by pointing/ highlighting when requested. (Sets are very obviously different)	**(b)** I can identify a set that has more and a set that has fewer by pointing/ highlighting when requested. (Range up to ten)	**(c)** I can identify a set that has more and a set that has fewer using the correct language. (Range up to ten)	**(d)** I can identify a set that has more and a set that has fewer using the correct language. (Range above ten and sets may be similar in amount)	**(e)** I can identify the difference in number between one set and another. **Have a deep understanding of number to 10, including the composition of each number. Number ELG**

Numbers– Reading and Writing

ASSESSMENT FOCUS (1): Reading and ordering numerals	**(a)** I can name the numerals 1-3 when shown out of order and I can place these numerals in order.	**(b)** I can name the numerals 1-5 when shown out of order and I can place these numerals in order.	**(c)** I can name the numerals 1-10 when shown out of order and I can place these numerals in order.	**(d)** I can name the numerals 1-20 when shown out of order and I can place these numerals in order.	**(e)** I can confidently identify and name the numeral that is after, before, between numerals to 20.
ASSESSMENT FOCUS (2): Ordering numerals	**(a)** I can put the numerals 0 to 5 in order when all are given	**(b)** I can put the numerals 0 to 9 in order when all are given	**(c)** I can put the numerals 0 to 20 in order when all are given	**(d)** I can find the numeral that comes before, after or between a given numeral in a range to 20.	**(e)** I can order a random set of numerals within the range 0 to 20
ASSESSMENT FOCUS (3): Recording numerals	**(a)** I can make marks to represent numerals.	**(b)** I can write the numerals 1 to 3 for a given purpose.	**(c)** I can write the numerals 0 to 5 for a given purpose.	**(d)** I can write the numerals 0 to 9 for a given purpose.	**(e)** I can write the numerals 0 to 20 for a given purpose.

Ordering numbers and Number Representations.					
Assessment Focus (1): Ordering pictorial number representations.	**(a)** I can order the pictorial representations of the numbers from 0-5.	**(b)** I can order the pictorial representations of the numbers from 0-9.	**(c)** I can order the pictorial representations of the numbers from 0-20.	**(d)** I can find the pictorial number representation that comes before, after or between a given pictorial number representation in a range to 20.	**(e)** I can order a random set of pictorial number representations within the range 0 to 20.
Assessment Focus (2): Ordinal Numbers	**(a)** I can follow instructions including ordinal numbers for first, second and third. (Lining up. Order in a game/ race)	**(b)** I can follow instructions including ordinal numbers for first, second, third- tenth. (Lining up. Order in a game/ race)	**(c)** I can correctly use some ordinal numbers in context, e.g., lining up or racing.	**(d)** I can correctly use many ordinal numbers in context, e.g., lining up or racing.	**(e)** I am beginning to read and write ordinal numbers. (Labelling a picture or results of a race)
Assessment Focus (3): Ordering numerals	**(a)** I can put the numerals 0 to 5 in order when all are given	**(b)** I can put the numerals 0 to 9 in order when all are given	**(c)** I can put the numerals 0 to 20 in order when all are given	**(d)** I can find the numeral that comes before, after or between a given numeral in a range to 20.	**(e)** I can order a random set of numerals within the range 0 to 20
Finding one less and Subtraction					
Assessment Focus (1): Finding one less/ one fewer (objects)	**(a)** I understand the concept of finding one less object as removing one amount from within another.	**(b)** I know that fewer and less mean the same thing, but fewer is used when counting objects and removing/ taking away objects from an existing group. (Working with objects to 5)	**(c)** I know that one less is the next number in the counting sequence when counting backwards in ones. -I find the number that is one less within 1-5 by using objects, number lines and mental recall.	**(d)** I know that one less is the next number in the counting sequence when counting backwards in ones. -I find the number that is one less within 1-10 by using objects, number lines and mental recall.	**(e)** I know that one less is the next number in the counting sequence when counting backwards in ones. -I find the number that is one less within 1-20 by using objects, number lines and mental recall.
Assessment Focus (2): Rote counting backwards	**(a)** I can join in with rote count backwards from 5 to 1	**(b)** I can rote count backwards from 5 to 1	**(c)** I can rote count backwards from 10 to 1	**(d)** I can rote count backwards from 20 to 1.	**(e)** I can rote count backwards from larger numbers e.g. 50.

Assessment Focus (3): Counting Back	**(a)** I understand the concept of take away and counting back one as the removal of one object.	**(b)** I know that two/three/four less is found by removing two/three/four objects from an existing group of objects	**(c)** I recognise that two less is one less and another one less, three less is one less, and one less and one less, etc.	**(d)** I understand and can use number lines to count back small jumps of 1, 2 or 3 more jumps.	**(e)** I can count back smaller numbers using mental calculation.
Assessment Focus (4): Subtraction - Removing items	**(a)** I understand that the terms take away / subtract relate to removal of one group from another.	**(b)** I can remove a given amount from a greater set (with a whole of up to 5) counting to identify how many are left. I know the answer is how many are left.	**(c)** I can remove a given amount from a greater set (with a whole of up to 10) counting to identify how many are left	**(d)** I can use some mental calculation skills. **Automatically recall number bonds up to 5 (including subtraction facts)**	**(e)** I can subtract a single-digit number from a number greater than 10 using practical equipment
Assessment Focus (5): Problem Solving with subtraction	**(a)** I can solve simple problems using numbers to 5 with 1:1 support.	**(b)** I can solve simple problems using numbers to 5 with within a group.	**(c)** I can solve simple problems using numbers to 5. I can practically explore different ways using my own ideas. **Adding, subtracting and sharing.**	**(d)** I can solve simple problems using numbers to 10. I can practically explore different ways using my own ideas. **Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. NP:ELG**	**(e)** I can solve simple problems using numbers to 20. I can practically explore different ways using my own ideas. **Adding, subtracting and sharing.**
Finding one more and Addition					
Assessment Focus (1): Finding one more	**(a)** I understand that to find one more, I need to add one object to an existing group of objects.	**(b)** I understand how to find one more object with sets in a range up to 5 by correctly adding on one more object.	**(c)** I know that one more is the next number in the counting sequence when counting forward in ones. -I find the number that is one more within 1-5 by using objects, number lines and mental recall.	**(d)** I know that one more is the next number in the counting sequence when counting forward in ones. -I find the number that is one more within 1-10 by using objects, number lines and mental recall.	**(e)** I know that one more is the next number in the counting sequence when counting forward in ones. -I find the number that is one more within 1-20 by using objects, number lines and mental recall.
Assessment Focus (2): Rote counting forwards	**(a)** I can join in with rote counting from 1 to 5	**(b)** I can rote count from 1 to 5	**(c)** I can rote count from 1 to 10.	**(d)** I can rote count from 1 to 20.	**(e)** I can rote count from 1 to 20+ e.g. 50 or 100 **I can verbally count beyond 20, recognising the pattern of the counting system. NP. ELG.**

Assessment Focus (3): Counting On	**(a)** I understand the concept of addition as combining sets of objects	**(b)** I know that two/three/four more is found by adding two/three/four objects to an existing group of objects	**(c)** I recognise that two more is one more and another one more, three more is one more, and one more and one more, etc.	**(d)** I understand and can use number lines to count on small jumps of 1, 2 or 3 more jumps.	**(e)** I can count on smaller numbers using mental calculation.
Assessment Focus (4): Addition - combining sets of objects	**(a)** I understand the concept of addition as combining sets of objects	**(b)** I understand that the terms add, total, altogether relate to combining groups of objects	**(c)** I can combine two groups of objects (total within 5) counting how many are there.	**(d)** I can combine two groups of objects (total within 10) counting how many are there	**(e)** I can add two single-digit numbers totaling up to 10, using practical equipment
Assessment Focus (5): Addition using the Part-Part-Whole Model	**(a)** I am beginning to combine two groups of objects to make a whole.	**(b)** I recognise that when the groups are combined the number of objects is more than either of the individual groups	**(c)** I can label the individual groups as **parts.**	**(d)** I can label the combined group of objects as the **whole**	**(e)** I understand the concept of addition by practically combining sets of objects to find how many using **"part – part – whole"**
Assessment Focus (6): Addition - First, Then and Now Stories	**(a)** I am beginning to combine two groups of objects to make a whole.	**(b)** I can correctly follow an addition story, using First, Then and Now. I use practical equipment and my fingers to find the answers.	**(c)** I can correctly tell an addition story in the correct sequence using First, Then and Now using practical equipment to support me.	**(d)** I can correctly retell an addition story using first, then, now. I draw pictures and use the correct numerals to represent the parts and the whole.	**(e)** I can correctly retell an addition story using first, then and now. I draw out the pictures and record number sentences to represent the story.
Number Bonds and Problem solving					
Assessment Focus (1): Number Bonds	**(a)** I can understand addition as combining sets of objects.	**(b)** I can understand the terms add, total, altogether relate to the idea of combing sets of objects.	**(c)** I can combine two sets (parts) to create five (whole) I can count sets in a range to 5 and practically find different ways using equipment. I can automatically recall number bonds to 5. **Automatically recall number bonds up to 5 and some number bonds to 10, including double facts. Number: ELG**	**(d)** I can combine two sets (parts) to create ten (whole) I can count sets in a range to 10 and practically find different ways using equipment.	**(e)** I can recall the pairs of numbers that bonds to total ten as a set of facts. **Automatically recall number bonds up to 5 and some number bonds to 10, including double facts. Number: ELG**

Assessment Focus (2): Problem Solving	**(a)** I can solve simple problems using numbers to 5 with 1:1 support.	**(b)** I can solve simple problems using numbers to 5 with within a group.	**(c)** I can solve simple problems using numbers to 5. I can practically explore different ways using my own ideas. **Adding, subtracting and sharing.**	**(d)** I can solve simple problems using numbers to 10. I can practically explore different ways using my own ideas. **Adding, subtracting and sharing.** **Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. NP:ELG**	**(e)** I can solve simple problems using numbers to 20. I can practically explore different ways using my own ideas. **Adding, subtracting and sharing.**
Comparison					
Assessment Focus (1): More than/less than	**(a)** I can compare two collections of items that are obviously different using the language 'more' and 'less'.	**(b)** I can count the amount of each group to find which has more and which has less.	**(c)** I can compare two groups of the same objects e.g. 2 groups of cubes.	**(d)** I can compare groups of different objects e.g. one group of cubes and one group of counters.	**(e)** I can compare two groups of different sized objects (where there are more of the smaller object) e.g. more small beads and less large animal toys.
Assessment Focus (2): Identify groups with the same number of things	**(a)** I am beginning to understand through stories that groups can be equal.	**(b)** I can say when a group is 'equal' or 'the same'.	**(c)** I can check a group is equal by matching objects on a one-to-one basis.	**(d)** I can change two unequal groups into two equal groups e.g. a group of 5 and a group of 4.	
Assessment Focus (3): Comparing numbers/quantities	**(a)** I can recognise when a quantity has been unfairly shared e.g. someone getting 5 and the other person getting 3.	**(b)** I can compare numbers that are far apart from each other (this could be supported with number lines, unifix or Numicon)	**(c)** I can compare numbers that are near to each other (this could be supported with number lines, unifix or Numicon)	**(d)** I can compare numbers that are next to each other (this could be supported with number lines, unifix or Numicon)	**(e)** When shown two numerals I can compare these and say which is greater than, less than or the same as. **Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. NP:ELG**
Doubling					

Assessment Focus (1): <u>Identifying/ Finding</u> sets that have been doubled and sets that have not been doubled.	**(a)** I can find two sets of objects that are the same with 1:1 adult support. (1-3 objects)	**(b)** I can find two sets of objects that have the same number with some support. (1-5 objects)	**(c)** I can independently find two sets of objects that have the same number. (1-5 objects)	**(d)** I can independently find two sets of objects that have the same number. (1-10 objects)	**(e)** I can independently find two sets of objects that have the same number. (1-10 + objects- large sets)
Assessment Focus (2): Understand how to make sets the same in order to double them.	**(a)** I can make another set that is the same for 1, 2 or 3 objects, with 1:1 adult support.	**(b)** I can make another set that is the same for 1-5 objects, with some adult support.	**(c)** I can independently make another set that is the same. (1- 5 objects)	**(d)** I can independently make another set that is the same. (1- 10 objects)	**(e)** I can independently make another set that is the same. (1- 10+ objects – large sets)
Assessment Focus (3): Combine two sets of objects to double a number and count to find an answer.	**(a)** I can begin to combine two sets of the same small number with 1:1 adult support. I am supported to use 1:1 counting and count all the objects.	**(b)** I can combine two sets of the same number and count to find the total with some support. (1- 5 objects)	**(c)** I can independently combine two sets of the same number and count to find the total. (1- 5 objects)	**(d)** I can independently combine two sets of the same number and count to find the total. (1- 10 objects)	**(e)** I can independently combine two sets of the same number and count to find the total. (1-10 objects)
Assessment Focus (4): Combine two numbers (numerals) to double a number. – Developing mental recall.	***(a)** I am beginning to understand that to double, I need to add the same small number to itself. (1-3)*	**(b)** I understand that to double, I need to add the same small number to itself. I can do this with some support. (1-3)	**(c)** I understand that to double, I need to add the same number to itself. I can double the numbers 1-5.	**(d)** I understand that to double, I need to add the same number to itself. I can double the numbers 6-10.	**(e)** I understand that to double, I need to add the same number to itself. I can double the numbers 10+
<u>Sharing and Halving</u>					
Assessment Focus (1): Sharing	**(a)** I understand that when an amount has been shared equally, all the parts are the same.	**(b)** I can recognise by counting, whether an amount has been shared.	**(c)** I can use practical equipment to share an amount into equal parts, in real life contexts.	**(d)** I understand and can <u>identify</u> if a number of items shared into equal parts.	**(e)** I understand and can <u>explain</u> if a number of items shared into equal parts. **Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. NP:ELG**

Assessment Focus (2): Halving	**(a)** I understand that when an amount has been shared equally between two, both parts are the same.	**(b)** I can recognise by counting, whether an amount has been shared equally between two or not.	**(c)** I can use practical equipment and equal sharing to find one half of an even number of objects, in real life contexts.	**(d)** I understand that the terms halving and sharing between two relate to splitting into two equal parts.	**(e)** I understand that halving is sharing into two equal parts. **Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. NP:ELG**

Assessment Focus (3): Splitting - Part-Part Whole Model	**(a)** I can use the word 'whole' to describe a set of objects, e.g., in a group of 6 biscuits, the 'whole' is 6. I can use the word 'part' to describe the individual groups.	**(b)** I can partition the 'whole' set of objects between two groups, e.g., 6 biscuits with 4 on one plate and 2 on another	**(c)** I can use the word 'part' to describe each partitioned set of objects, e.g., 6 biscuits with 4 on one plate and 2 on another, the parts are 4 and 2 **Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. NP:ELG**

Assessment Focus (4): Pairing up – odds and evens.	**(a)** I can find and make pairs of the same objects.	**(b)** I can pair up objects into twos from a set and talk about if all the objects have a partner. I can talk about if it is fair or not.	**(c)** I can begin to talk about if sets are odd and even by pairing up the objects into twos.	**(d)** I can begin to show an understanding of numbers being odd or even without needing to use objects to pair up.	**(e)** I can identify if numbers are odd or even by showing an understanding of the pattern of odd and even numbers. (mentally- not using objects) **Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. NP:ELG**

Shape

Assessment Focus (1): Naming and identifying 2D Shapes	**(a)** I can identify (point to) some of the common 2-D shapes for star, circle, and square.	**(b)** I can identify and name the common regular 2-D shapes for circle, square, triangle and rectangle/oblong.	**(c)** I can name common 2-D shapes including hexagons and pentagons, and I know that rectangles and oblongs are the same shapes.	**(d)** I securely use the correct terms to name common 2-D shapes, as I describe the 2-D shapes in my pictures, models and work.	**(e)** I am learning to recognise and name other 2-D shapes such as irregular shapes, and quadrilaterals such as the rhombus, kite and parallelogram.

Assessment Focus (2): Naming and identifying 3D Shapes	**(a)** I can find/identify 3D shapes from sets of 2D and 3D shapes as I begin to recognise the properties of 3-D shapes.	**(b)** I can identify (point to) some of the common 3-D shapes, e.g. cube, cone or sphere.	**(c)** I can recognise and name the common 3-D shapes for cube, cuboid, sphere and cone.	**(d)** I can securely recognise, name and describe 3-D shapes - cube, cuboid, sphere, cone, cylinder and pyramid in the context of my pictures, models and work.	**(e)** I am now learning to recognise and name other 3-D shapes such as the different types of pyramids and prisms.

Assessment Focus (3): Describing Shapes	**(a)** As I play with and explore shapes, I can use informal language such as pointy, round or flat.	**(b)** I can understand and begin to use the terms, 'straight', 'flat', 'curved' and 'edges' as I explore and identify shapes in the environment.	**(c)** I can show an understanding that sides and corners refer to 2D shapes, and I can identify these on common 2D shapes.	**(d)** I can show an understanding that faces and solid refer to 3D shapes, and I can identify and talk about these on common 3D shapes. .	**(e)** I can describe 2D and 3D shapes, using mathematical language. Including language such as curved, pointed, sides, faces, solid, flat and vertex/vertices (corners on 3D). I can count faces and vertices.
Assessment Focus (4): Spatial Reasoning	**(a)** I can match simple shapes by finding a shape that is the same.	**(b)** I can complete a simple jigsaw or shape puzzle.	**(c)** When completing jigsaws and shape puzzles, I can talk about why shapes will not fit, or why I chose a particular shape.	**(d)** I can copy 2D and 3D shape arrangements. I can explain where I am placing shapes in relation to one another. (using positional language) I can make 2D and 3D shapes using a range of resources.	**(e)** I can explain similarities and differences between shapes. I use my understanding of shapes to create my own shape designs, models and templates.
Assessment Focus (5): Using 2D shapes to make pictures.	**(a)** I can explore using shapes and make arrangements with shapes. (No clear representation)	**(b)** I can create simple pictures with 2D shapes.	**(c)** I can create pictures using 2D shapes, and I can name the shapes I used.	**(d)** I can create pictures with 2D shapes and make careful choices about how shapes can tessellate and fit together.	**(e)** I can create pictures using a range of 2D shapes. I explain the choices that I have made about how the shapes fit together. I describe the properties of the shapes as I explain.
Assessment Focus (6): Combining shapes to make new shapes - spatial reasoning	**(a)** I can sort and recognise shapes with the same properties.	**(b)** I can explore putting shapes together to make different arrangements and shapes.	**(c)** I can explore putting shapes together to make familiar recognisable shapes.	**(d)** I can combine shapes to make familiar shapes, and I can name the shapes that I have made.	**(e)** I can quickly identify how shapes can be placed together to create other shapes without the need for exploration.
Patterns (of a shape not numbers)					

Assessment Focus (1): Repeating Patterns	**(a)** I can recognise when a set of objects or shapes are placed in a repeating pattern, and when they are not and talk about them with informal language E.g., spots and points.	**(b)** I can identify a simple abbabb pattern, and I can say what the pattern is. E.g., red, blue, red, blue.	**(c)** I can talk about, copy, continue and make a simple abbabb (2) pattern. I notice mistakes in patterns.	**(d)** I can talk about, copy, continue and make a simple abcabc patterns (3) and abbabb patterns. I notice mistakes in patterns.	**(e)** I can recognise, describe, copy, continue, make and correct patterns of number, shape and objects for abcdabcd patterns (4) and AABBCAABBC patterns.
Assessment Focus (2): Symmetrical pictures and models (Reflective Symmetry)	**(a)** I can recognise shapes and pictures that are the same.	**(b)** I can recognise when shapes are the same on each side of a line and have two mirror-image halves. I explore by folding and using 'mirror lines' and mirrors.	**(c)** I can find the two equal halves of a shape by using folding and mirror symmetry.	**(d)** I can make simple pictures and models that include one reflective line of symmetry. I show an understanding of vertical symmetry (5 years)	**(e)** I can make more detailed pictures and models that include one reflective line of symmetry. I show an understanding of horizontal symmetry (6 years) and diagonal symmetry (7years)
Measures - Weight					
Assessment Focus (1): Comparing Weights	**(a)** I can make direct comparisons and compare the weight of 2 items.	**(b)** I can find another item of similar weight to a given one.	**(c)** I can use a systematic approach to directly compare each item against another.	**(d)** I can make direct comparisons and compare and order the weight of 3 items from heaviest to lightest/ lightest to heaviest.	**(e)** I can make direct comparisons and compare and order the weight of 3+ items from heaviest to lightest/ lightest to heaviest.
Assessment Focus (2): Using balances	**(a)** I can explore what happens when two objects are placed on each side of a balance scale.	**(b)** I can use a balance scale to compare the weights of two objects. I understand the lower side is the heavier object and the higher side contains the lighter object.	**(c)** I understand that if the balance scale is level, the objects being compared are equal in weight.		
Assessment Focus (3): Using mathematical language to describe measuring weight.	**(a)** I understand that weight refers to how heavy or light an object is.	**(b)** I can identify (point to) the heavy and light object when asked to.	**(c)** I can correctly use the term, 'heavy' when referring to an object.	**(d)** I can correctly use the term, 'light' when referring to an object.	**(e)** I can correctly use the terms heavy/ heavier, heaviest, light, lighter and lightest as I compare, describe and order the weight of objects.
Assessment Focus (4): Using numbers and values to represent my measuring work.	**(a)** I understand that the weight of something can be represented by a number.	**(b)** I understand that to measure the weight of an object on the balance scale, the object must be placed on one side and the counting items placed at the other side, until the balance is level.	**(c)** I can use non-standard units (which are not uniform, e.g. vary in size) to measure the weight of objects.	**(d)** I can use non-standard units (which are uniform, e.g. Unifix) to measure the weight of objects.	
Measures – Length and width					

Assessment Focus (1): Comparing Lengths	**(a)** I can make direct comparisons and compare the length/height/width of 2 items.	**(b)** I can find another item of similar length/height/width to a given one.	**(c)** I can use a systematic approach to directly compare each item against another.	**(d)** I can make direct comparisons and compare and order the length/height/ width of 3 items from longest/tallest to shortest/ shortest to longest/ narrowest to widest.	**(e)** I can make direct comparisons and compare and order the length of 3+ items from longest/tallest to shortest/ shortest to longest/ tallest/ narrowest to widest.
Assessment Focus (2): Direct Comparison of length	**(a)** I understand that if I am going to compare the length/height of two items, they need to be pointing in the same direction.	**(b)** I understand that if I am going to compare the length/height of two items, it is easier if they line up at one end.	**(c)** I can line up a set of objects from the same starting point, so that they can be directed compared fairly and correctly.	**(d)** I can correctly identify the longest/tallest and shortest object in a set by lining items up from the same starting point and comparing fairly.	
Assessment Focus (3): Using mathematical language to describe measuring length	**(a)** I understand that length refers to how long or short an object is.	**(b)** I can identify (point to) the long and short object when asked to.	**(c)** I can correctly use the term, 'long/ longer/ longest' when referring to an object.	**(d)** I can correctly use the term, 'short/ shorter/ shortest' when referring to an object.	**(e)** I can correctly use the terms, long/ longer/ longest, short/ shorter/ shortest', as I compare, describe and order the length of objects.
Assessment Focus (4): Using mathematical language to describe measuring height	**(a)** I understand that height refers to how tall or short an object is.	**(b)** I can identify (point to) the tall and short object when asked to.	**(c)** I can correctly use the term, 'tall/ taller/ tallest' when referring to an object.	**(d)** I can correctly use the term, 'short/ shorter/ shortest' when referring to an object.	**(e)** I can correctly use the terms, tall/ taller/ tallest, short/ shorter/ shortest', as I compare, describe and order the height of objects.
Assessment Focus (5): Using numbers and values to represent my measuring work.	**(a)** I understand that the length of something can be represented by a number.	**(b)** I can use non-standard units (which are not uniform, e.g. vary in size) to measure the length of objects.	**(c)** I can use non-standard units (which are uniform, e.g. Unifix) to measure the length of objects.		
Measures – Time					

Assessment Focus (1): Using language to describe the passing of time.	**(a)** I can understand that I can compare events using words such as 'before' and 'after'.	**(b)** I can use the word 'before', understanding that it refers to preceding a particular event and that the word 'after' refers to following a particular event or item.	**(c)** I can use the word 'today', understanding that it refers to the current day.	**(d)** I can use and understand that the word 'yesterday', refers to the day before today and 'tomorrow' refers to the day after today.	**(e)** I can understand and correctly use language – before, after, yesterday, today, tomorrow
Assessment Focus (2): Measuring time: Sequencing familiar events/the day.	**(a)** I can talk about significant times of the day, e.g. home time, lunch time, snack time, bedtime, etc.	**(b)** I understand and can use the words 'before' and 'after' when describing the order of two events.	**(c)** I can use the word 'between', understanding that it refers to the middle, or second of three events.	**(d)** I can sequence two or three familiar events and describe the sequence using everyday language.	**(e)** I can sequence four or more familiar events and describe the sequence.
Assessment Focus (3): Days of the Week	**(a)** I can join in with rhymes for the days of the week in order	**(b)** I know that some of the words in days of the week rhymes are days	**(c)** I can name the days of the week (not necessarily in order)	**(d)** I know the names of the days of the week	**(e)** I can say the names of the days of the week in order
Measures – Capacity					
Assessment Focus (1): Vocabulary for filling	**(a)** I can understand that capacity refers to how much a container can hold when it is full		**(b)** I can use the terms full and empty to describe volume / capacity		**(c)** I can use the terms nearly full and nearly empty to describe volume
Assessment Focus (2): Comparing capacities	**(a)** I can compare the volume of two of the same containers holding different amounts	**(b)** I can use a systematic approach to compare each identical container against the others		**(c)** I can order a set of three identical container from most full to least full	**(d)** I can order a set of three identical container from least full to most full
Assessment Focus (3): Comparing volume	**(a)** I understand that comparing the volume of two of the same containers that hold different amounts, is easier if they are near to each other		**(b)** I understand that comparing the volume of two of the same containers that hold different amounts, is easier if their bases are on the same level		**(c)** I can compare the volumes of two of the same containers that hold different amounts and use the terms more and less

EYFS Progression of skills and assessment checkpoints - Understanding the World.

Past and Present | **People, Culture and Communities** | **The Natural World**

Past and Present

Birth - 5 – Understanding the world – People and Communities

Range 1: N/A

Range 2: • Starts to realise they influence people, e.g. as they laugh and smile so do the people they are with • Develops a sense of belonging to their family and their key carer • Recognises key people in their own lives

Range 3: • Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them • Is interested in photographs of themselves and other familiar people and objects • Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.

Range 4: • Has a sense of own immediate family and relations • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird 4 5 • Beginning to have their own friends • Learns that they have similarities and differences that connect them to, and distinguish them from, others

Range 5: • Shows interest in the lives of people who are familiar to them • Enjoys joining in with family customs and routines • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends • Shows interest in different occupations and ways of life indoors and outdoors • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family

Range 6: • Enjoys joining in with family customs and routines • Talks about past and present events in their own life and in the lives of family members • Knows that other children do not always enjoy the same things, and is sensitive to this • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions

Writing- ELG .

Talk about the lives of the people around them and their roles in society. UTW. P&P.ELG Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. UTW. P&P.ELG Understand the past through settings, characters and events encountered in books read in class and storytelling. UTW. P&P.ELG

Finding out about the Past. Comparing to the present.	I am curious about people.	Has a sense of own immediate family and relations.	Remembers and talks about significant events in their own experience	Talks about past and present events in their own life and in the lives of family members	I can use books and accounts to make comparisons between familiar objects, familiar situations and people from the past and the present. I understand the past through settings, characters and events encountered in books read in class and storytelling. UTW. P&P.ELG I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read to me in class.

Sequences in time- Family History	I can sequence family members according to name/size, e.g. baby, child, adult.	I can sequence family members according to their age and describe who they are, e.g., baby, toddler, child, teenager, adult, elderly.	I can sequence family members according to their age. I can explain who they are and the key differences in what they can and can not do.	I understand and explain that there are differences and similarities between people of different ages. I describe memories that have happened in my own life.	I can sequence key memories that happened in my life. I am beginning to sequence memories in the lives of my family members.	I can talk about the lives of the people around me and their roles in society. UTW. P&P.ELG I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read to me in class. UTW. P&P.ELG

Sequences in time- Vocabulary	I can show some awareness of the time of day, e.g., dinnertime or bedtime.	I can use words to sequence, e.g, first, then, next, after that, in the end. I show an awareness of morning, dinnertime, afternoon, and evening.	I know there are days of the week/ seasons, and I begin to name these. I can talk about events using the present and past tense. I understand the terms before and after.	I can retell my daily routines/ weekly routines in sequence. I can name the days of the week/ the seasons of the year .	I can order the days of the week. I can sequence the seasons of the year. I understand that there are special dates and times that repeat every year.	I can talk about the lives of the people around me and their roles in society. UTW. P&P.ELG I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read to me in class. UTW. P&P.ELG I understand the past through settings, characters and events encountered in books read in class and storytelling. UTW. P&P.ELG

People, Culture and Communities

Birth - 5 – People and communities Range 1: N/A Range 2: • Starts to realise they influence people, e.g. as they laugh and smile so do the people they are with • Develops a sense of belonging to their family and their key carer • Recognises key people in their own lives Range 3: • Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them • Is interested in photographs of themselves and other familiar people and objects • Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these. Range 4: • Has a sense of own immediate family and relations • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird 4 5 • Beginning to have their own friends • Learns that they have similarities and differences that connect them to, and distinguish them from, others Range 5: • Shows interest in the lives of people who are familiar to them • Enjoys joining in with family customs and routines • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends • Shows interest in different occupations and ways of life indoors and outdoors • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Range 6: • Enjoys joining in with family customs and routines • Talks about past and present events in their own life and in the lives of family members • Knows that other children do not always enjoy the same things, and is sensitive to this • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions	**UTW- PCC- ELG .** **.** 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. UTW. PC&C.ELG . 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. UTW. PC&C.ELG . Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. PC&C.ELG

Celebrations	I join in with celebrations.	Recognises and describes special times or events for family or friends	Enjoys joining in with family customs and routines	Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.	I can describe my memories of key events and celebrations, providing some details. I can share my feelings and narrate events. I can talk about the experiences that others have in celebrating their special times.	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. UTW. PC&C.ELG
Places of worship.	I know that there are places of worship near to where I live.	I know that there are different places of worship.	I can name different religious places of worship. I can name the Church, chapel and the Mandir.	I know that places of worship are special to people, and I know why people go there. I can recognise, name, and describe a feature of a familiar place of worship.	I can recognise, name, and describe different religious places.	. 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. UTW. PC&C.ELG
Beliefs	I know and can talk about things that I believe.	I know that there are differences in what people believe.	I am developing a positive attitude in understanding about the differences between people.	I can show a positive attitude in talking about and explaining the differences between people.	I can comment on the differences between people's beliefs and how they celebrate and live their lives. I can talk about the main festivals of a religion.	. 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. UTW. PC&C.ELG . 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. UTW. PC&C.ELG
Homes	I know what type of home I live in, e.g., house, bungalow or flat.	I can explain key features of my home and the homes of others.	I know that different countries have different homes.	I can compare different types of homes in my own country.	I can compare different types of homes in other countries.	I can 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. UTW. PC&C.ELG
Features of places.	I can name and talk about familiar features that I see in my own environment (home/school) house, tree, road, garage, shed, classroom	I can talk about local places and environments, e.g. the church, named shops, their street, post office, the park, the library.	I notice that some places and environments are different to the place where I live. I can identify simple similarities and differences. E.g comparing	I can use photos, maps, books and my own experiences in order to compare different places	I can use photos, maps, books and my own experiences in order to compare different places	I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. PC&C.ELG I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from

			Messingham to London or Cleethorpes.	and environments across the UK.	and environments across the world.	stories, non- fiction texts and (when appropriate) maps. UTW. PC&C.ELG
Using maps and following directions.	I can identify and name a simple map. I know that a map has places/features on and what it is used for. I can follow some positional language such as near, next to, in front of.	I know that the pictures and symbols on a map tells us about the features and places there are. I can identify trees, rivers, and mountains. I know that directions can be followed and lead to different places I know that directions can be verbal, pictorial or written	I know that the pictures, symbols, and words on a map represent objects that usually do not move. I can follow simple directions (Up, down, left/right, forwards/backwards) I can follow directions using a small toy. I can direct my friend from point A to B using positional language.	I can draw and create my own maps using real objects, and/or pictures and symbols. I can talk about a range of real maps, electronic globes and maps, maps of the classroom/school, village, park and story maps.	I can find the UK on a simple map. I can find the land and sea on a map. I can follow a simple map in of a familiar place (in real-life) finding and naming features. I can locate items on the map.	I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. PC&C.ELG I can 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. UTW. PC&C.ELG
Naming places.	I can talk about my home, e.g., what it looks like, and its name, its number or position.	I can talk about and name the places where I live, e.g., Messingham or Scunthorpe. I know that more than one home/house is in a village or town.	I am beginning to recall my address such as the name or number, the road/street and the village/town.	I can identify and name the country that I live in. I show an understanding that not all countries in the world are the same. I begin to talk about the differences.	I can talk about and name the four countries of the United Kingdom I can compare and say what is the same/different about a countries physical or human geography.	I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. PC&C.ELG I can 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. UTW. PC&C.ELG
Human Geography	I can talk about what daily life is like in our country.	I can talk about how daily life may be different for other children.	I can make comparisons between daily life for children in different countries.	I can compare daily life in the UK with a contrasting country .	I can 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. UTW. PC&C.ELG	

The Natural World

Birth - 5 – The Word

Range 1: • Moves eyes, then head, to follow moving objects • Reacts with abrupt change when a face or object suddenly disappears from view • Looks around with interest when in a room, garden, balcony or park, visually scanning the environment for novel, interesting objects and events • Smiles with pleasure at recognisable playthings • Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle

Range 2: • Closely observes what animals, people and vehicles do • Watches toy being hidden and tries to find it, watches intently where a spider has scuttled away under leaves • Looks for dropped objects • Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers • Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing

Range 3: • Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life • Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking • Remembers where objects belong • Matches parts of objects that fit together, e.g. puts lid on teapot

Range 4: • Notices detailed features of objects in their environment • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake

Range 5: • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Talks about why things happen and how things work • Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment • Begin to understand the effect their behaviour can have on the environment

Range 6: • Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation to places, objects, materials and living things • Talks about the features of their own immediate environment and how environments might vary from one another • Makes observations of animals and plants and explains why some things occur, and talks about changes

UTW-TNW- ELG .

. Explore the natural world around them, making observations and drawing pictures of animals and plants. UTW. TNW.ELG

. 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. UTW. ELG

. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. UTW. TNW.ELG

Changes	I am developing an understanding of growth, decay and changes over time	I am Beginning to understand the effect their behaviour can have on the environment	I look closely at similarities, differences, patterns and change in nature	I make observations of animals and plants and explains why some things occur, and talks about changes	I understand some important processes and changes in the natural world around them. UTW.TNW.ELG.

Materials	I can talk about materials. (Collections of the same materials, e.g., shells, leaves) I can talk about what I can see.	I can explore collections of different materials with similar and different properties. I can name some common materials, e.g. sand, wood, glass, brick, clay, fabric etc with adult support.	I can name some common materials, e.g. sand, wood, glass, brick, clay, fabric. I can use language to describe common features of materials, e.g. colour, texture, size.	I can describe and make comparisons between materials. I can talk about the changes to materials that I notice.	I can experiment with making changes to materials. I can ask and answer 'how' and 'why' questions, such as how things happened and how things work. I choose how I can classify objects according to their properties.	I understand some important processes and changes in the natural world around them. UTW.TNW.ELG. I can explore the natural world around them, making observations and drawing pictures of animals and plants. UTW. TNW.ELG

Forces and Movement	I can explore how things work.	I can explore how things work, and I can talk about 'contact' forces such as pushes and pulls.	I can explore 'non-contact' forces such as gravity or magnetism. I describe what I see, hear and feel whilst exploring inside and outside.	I notice links between cause and effect as I explore changes such as speed, direction, shape or magnetism. I can describe and make comparisons.	I understand some important processes and changes in the natural world around them. UTW.TNW.ELG.	
Seasonal Change	I can talk about how the weather changes, and that different places/countries have different weather. I can name some types of weather, e.g. rainy, sunny, windy, snowy, cloudy and stormy.	I can talk about some natural features that I see and feel during different seasons, including different weather. I can talk about the clothes that I need for different seasons/ weather and why.	I can name the four seasons. I can order the four seasons.	I can describe about how the seasons can affect the natural world and how things grow. e.g. acorns and conkers are found in autumn and some trees have no leaves in winter.	I notice and describe seasonal weather patterns. I can ask and answer 'how' and 'why' questions.	I understand some important processes and changes in the natural world around them, including the seasons. UTW.TNW.ELG.
Living things - Animals	I can name some animals correctly. I can use simple language to describe animals.	I can examine animals to find out more about them. I use my senses to explore.	I can use the correct basic scientific vocabulary to describe parts of animals. I can explain a simple lifecycle, E.g., butterfly, chicks, or frogs.	I can talk about what plants need to survive and grow healthily. I can explain where a range of animals live. Describing habitats and some microhabitats.	I make close observations of animals in the natural world. I make comparisons and identify similarities and differences. I understand through books and observations that animals change, and I explain a range of lifecycles.	I understand how animals grow and change. UTW.TNW.E L GOAL. I can explore animals in the natural world, making observations and drawings of plants. UTW.TNW.E L GOAL.
Living things - Plants	I can name some plants correctly. I can use simple language to describe plants, e.g., colour and size.	I can examine plants to find out more about them. I use my senses to explore.	I can use the correct basic scientific vocabulary to describe parts of plants. I can explain a simple lifecycle, E.g., sunflower, or oak tree.	I can talk about what plants need to survive and grow healthily. I can explain where some plants grow. Describing habitats and some microhabitats.	I make close observations of plants in the natural world. I make comparisons and identify similarities and differences. I understand through books and observations that plants change, and I explain a range of lifecycles.	I understand how plants grow and change. UTW.TNW.E L GOAL. I can explore plants in the natural world, making observations and drawings of plants. UTW.TNW.E L GOAL.

Living things - Conservation	I can show some awareness that living things need to be cared for and treated with respect.		I understand that living things need to be cared for and treated with respect.	I can show care and respect for living things.	I can show care and respect for living things and the environment in which they live.	I understand some important processes and changes in sounds in the natural world around them. UTW.TNW.E L GOAL.
Sound	I can talk about familiar sounds at home and school.	I understand that sounds can come from a range of sources.	I can identify and describe the source of a range of sounds .	I can explore how to change sounds. I can describe changes in sounds such as loud and quiet, tempo - fast or slow.	I can explain how and why sounds can be changed.	I understand some important processes and changes in sounds in the natural world around them. UTW.TNW.E L GOAL.

EYFS Progression of skills and assessment checkpoints - Expressive Art and Design.

Art Design Being Expressive Music

Art

Birth - 5 – Expressive Arts and Design – Creating with Materials Range 1: N/A Range 2: • Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration Range 3: • Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression • Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments • Mirrors and improvises actions they have observed, e.g. clapping or waving • Sings/vocalises whilst listening to music or playing with instruments/sound makers • Notices and becomes interested in the transformative effect of their action on materials and resources Range 4: • Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects • Enjoys and responds to playing with colour in a variety of ways, for example combining colours • Uses 3D and 2D structures to explore materials and/or to express ideas Range 5: • Explores and learns how sounds and movements can be changed • Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns • Enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally • Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose Range 6: • Begins to build a collection of songs and dances • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.	**Creating with materials- ELG .** . Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. CWM. ELG . Share their creations, explaining the process they have used. CWM. ELG . Make use of props and materials when role playing characters in narratives and stories. CWM. ELG

(Painting skills) **Control of paintbrushes.**	Uses hands and fingers for painting.	Holds a paintbrush/ printing tools in the palm of the hand.	Holds the paintbrush with the correct grip with some reminders.	Correctly holds and uses a fine brush to paint.	Uses good control to correctly hold and paint carefully in the lines.	Uses very good control to correctly hold and paint carefully in the lines.
Use of tools	Enjoys using hands, feet and fingers to make marks.	Holds a paintbrush/ printing tools in the palm of the hand.	Uses thick brushes.	Uses thin brushes to add detail and holds the brush with a tripod grip.	Independently selects additional tools to add details and improvements to pictures, e.g., stamps and rollers.	
Colour	Uses pre-made paints and is able to name most colours.	Mixes primary colours (red, yellow and blue) to	Uses primary colours to make secondary colours, e.g. green, orange and purple.	Adds white or black to alter a shade or tint of paint.	Mixes and matches to a specific colour or shade needed.	Colours matches by altering the tint or shades. Creates warm and cold colours.

		appropriate consistency.				
Technique	Makes marks by drawing circles and lines. Does not always give meaning.	Paints enclosed spaces using lines and gives meaning. Draws faces with basic features.	Paints potato people with no body or missing arms/legs. Paints simple shapes for other objects.	Paints bodies and shapes for objects that are an appropriate size and have some features.	Paints with detail including finer details such as fingers, ears, hair styles or items onto features.	Paints from observation by making a careful study and then includes features and details in the pictures.
Printing skills	I can print some simple shapes with an adult working with me 1:1 guiding my hand, so I press and lift off.	I am beginning to understand that to print, I must press down and carefully lift off the printing tool.	I can print simple shapes with adult prompting for instructions.	I can independently print simple shapes, but I am helped with using the space to build up my composition.	I can independently print clear representations to create full pictures, without any support and add details	I can independently print very careful representations to create full pictures, without any support and add fine details. I think about the full composition of the picture and use the space.
Pattern skills	I can use objects to copy a simple repeating pattern with two items. Lay out the pattern/ thread beads.	I can use objects to copy a simple repeating pattern with three items. Lay out the pattern/ thread beads. Begin to make own patterns by laying out items.	I can create repeating patterns with colour, shapes and objects. Draw, paint, print and colour repeating patterns.	I can make irregular patterns based on real-life such as printing the skin of a tiger, zebra, cheetah and giraffe. Draw, colour, print and paint.	I can explore simple one line symmetry with activities such as folding painted butterflies, building models, drawing and using mirrors.	I can create drawings, paintings, printings and models with more than one line of symmetry.
(Drawing skills) **Technique**	Makes marks by drawing circles and lines. Does not always give meaning.	Draws enclosed spaces using lines and gives meaning. Draws faces with basic features.	Draws potato people with no body or missing arms/legs. Draws simple shapes for other objects.	Draws bodies and shapes for objects that are an appropriate size and have some features.	Draws with detail including finer details such as fingers, ears, hair styles or items onto features.	Draws from observation by making a careful study and then includes features and details in the pictures.
Subject	Draws things that I have seen.	Draws simple things from memory.	Draws self-portraits and uses ideas from objects or pictures in own work.	Draws landscapes with backgrounds, cityscapes and buildings. Includes objects within these scenes, e.g., furniture and natural objects.	Draws fine detailed portraits, imaginative worlds, landscapes, cityscapes, buildings and objects from making close observation.	
Collage and Weaving	Product is all one texture.	Adds additional textures, e.g., rough or smooth. Begins to weave.	Adds a range of textures, e.g., smooth, rough, bendy and hard.	Uses an improved vocabulary to explain and describe the range of	Makes collages/mosaics adding details with a wide range of textures and describes these.	

			Weaves through a simple loom.	textures being used, e.g. flexible or rigid.		
Joining Techniques	Uses glue sticks to join pieces.	Uses glue spatulas and pva glue to join pieces. I know that this is stronger than using the glue stick.	Joins items using tapes - masking and Sellotape - cutting lengths needed.	Joins items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon.	Joins items which are cut, torn and glued. Uses techniques such as flanges, slots, braces, tabs and ties, with some support.	Joins items using hot glue guns. Joins items using hammers and nails.
Making skills	Creates my own piece of art -picture or model.	Creates my own piece of art and gives meaning.	Creates my own piece of art with some details, and I begin to self-correct any mistakes.	I return to my piece of artwork on another occasion to edit and improve my model. I add details and features to enhance my model.	I review my own work. I discuss strengths and areas for improvement. I make considered improvements.	
Sewing	I can explore holding a sewing needle.	I can begin to use the skill of sewing over and under to make a running stitch with 1:1 support.	I can begin to use the skill of sewing over and under to make a running stitch with some support.	I can complete some running stitches and work independently.	I can independently sew a series of running stitches independently, and I can attempt a cross stitch with support.	I can join two fabrics with various stitches.
Sculpture (Clay or Dough)	I can explore the clay/ dough.	I can make marks in the clay/ dough.	I can manipulate the clay/ dough by squashing, rolling, pinching, twisting and cutting.	I can make something and give meaning to it.	I can make something with clear intentions from start to finish.	I use a variety of techniques, shapes and shapes to sculpt. I can carefully select additional materials to incorporate and enhance my model.

Design	
Birth - 5 – Expressive Arts and Design – See Above	**Creating with materials- ELG .** . Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. CWM. ELG . Share their creations, explaining the process they have used. CWM. ELG . Make use of props and materials when role playing characters in narratives and stories. CWM. ELG

DT Progression for sewing	I can explore holding a sewing needle.	I can begin to use the skill of sewing over and under to make a running stitch with 1:1 support.	I can begin to use the skill of sewing over and under to make a running stitch with some support.	I can complete some running stitches and work independently.	I can independently sew a series of running stitches independently, and I can attempt a cross stitch with support.	I can join two fabrics with various stitches.

DT Progression for planning my ideas	I can work with independence to try and develop basic skills.	I can develop and share my ideas with support from my peers or an adult.	I work with my friend, and we copy, share, and develop ideas together. I can work independently to develop my ideas.	I can plan and create collaboratively, sharing my ideas with my peers and developing my ideas further.		I can carefully develop and share my ideas, experiences, and imagination independently or collaboratively.
DT Progression for constructing my ideas.	I can build by stacking vertically.	I can join construction components by pushing, clicking, twisting, and snapping.	I can make enclosed spaces and shapes such as walls, tunnels, and houses. I build horizontally. I can tesselate basic shapes.	I can cover and bridge in my constructions by adding towers, roofs, bridges, and more detailed features. I can balance items. I can explore and add moving parts to my constructions.	I can adapt and improve my models with added features. I add improvements to ensure stability, scale and that it fits the purpose.	I can design, build, review and adapt my constructions to ensure they fit the purpose. I combine materials, shapes, and textures to add details and complexity. I can work on a large and small scale.
DT Progression for sculpting.	I can explore the clay/ dough.	I can make marks in the clay/ dough.	I can manipulate the clay/ dough by squashing, rolling, pinching, twisting and cutting.	I can make something and give meaning to it.	I can make something with clear intentions from start to finish.	I use a variety of techniques, shapes and shapes to sculpt. I can carefully select additional materials to incorporate and enhance my model.
DT Progression for using scissors.	I can hold the scissors with two hands, and I am learning how the blades close and open	I can hold the scissors and open and close the blades	I can make small snips into the paper.	I can snip the paper and move the scissors forward.	I am beginning to cut along the paper with support from a helping hand holding the paper.	I can cut along a straight line, and I am improving in accuracy.	I can cut a curved line.	I can cut a circle shape, cutting around the shape with round edges. I can cut out a square shape.	I can cut around complex shapes such as people.
DT Progression for joining techniques.	Uses glue sticks to join pieces.	Uses glue spatulas and pva glue to join pieces. I know that this is stronger than using the glue stick.	Joins items using tapes - masking and Sellotape - cutting lengths needed.	Joins items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon.	Joins items which are cut, torn and glued. Uses techniques such as flanges, slots, braces, tabs and ties, with some support.	Joins items using hot glue guns. Joins items using hammers and nails.
DT Progression for making.	Creates my own piece of art -picture or model.	Creates my own piece of art and gives meaning.	Creates my own piece of art with some details, and I begin to self-correct any mistakes.	I return to my piece of artwork on another occasion to edit and improve my model. I add details and features to enhance my model.		I review my own work. I discuss strengths and areas for improvement. I make considered improvements.

DT Progression for cooking.	I can begin to develop a food vocabulary using taste, smell, texture and feel.	I can stir, spread, knead and shape a range of food and ingredients.	I can begin to work safely and show basic hygiene awareness, e.g., washing hands.	I can measure and weigh food items, non-standard measures, e.g., spoons, cups.

Being Expressive (Drama/Role play)	
Birth - 5 – Expressive Arts and Design – Being imaginative and expressive Range 1: N/A Range 2: • Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions (her own and others) Range 3: • Expresses self through physical actions and sound • Pretends that one object represents another, especially when objects have characteristics in common. • Creates sound effects and movements, e.g. creates the sound of a car, animals Range 4: • Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations • Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music • Creates rhythmic sounds and movements Range 5: • Uses movement and sounds to express experiences, expertise, ideas and feelings • Experiments and creates movement in response to music, stories and ideas • Sings to self and makes up simple songs • Creates sounds, movements, drawings to accompany stories. • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously • Engages in imaginative play based on own ideas or first-hand or peer experiences. 5 6 • Uses available resources to create props or creates imaginary ones to support play • Plays alongside other children who are engaged in the same theme Range 6: • Creates representations of both imaginary and real-life ideas, events, people and objects • Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Responds imaginatively to art works and objects, e.g. this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth • Introduces a storyline or narrative into their play • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative	**Being imaginative and expressive- ELG .** . Invent, adapt and recount narratives and stories with peers and their teacher. BI&E.ELG . Sing a range of well-known nursery rhymes and songs. BI&E.ELG . Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&E.ELG

Small world	I can explore small worlds such as farms, castles, doll's houses and garages. I can join in with small world play that retells simple stories, events and rhymes.	I can take part in pretend and small world play using objects to represent something else that may not be similar.	I can enhance small world play by adding my own resources and constructions. I am beginning to develop complex stories.	I can make imaginative and complex small world scenes using construction kits, wooden blocks and loose parts. I can combine different resources to make cities with different buildings, a park with different features or a	I can use small world resources to retell a familiar event or known story in the correct sequence. I can develop storylines and characters into my pretend play.	**I can invent, adapt and recount narratives and stories with my peers and my teacher. BI&E.ELG** **. I can perform songs, rhymes, poems and stories with others. BI&E.ELG**

				building with different rooms.		
Role Play	I can join in with Role Play that retells simple stories, events and rhymes. I play with familiar resources, e.g., Main items in the Home Corner.	I can take part in pretend play using objects to represent something else that may not be similar. I use my own experiences to develop simple storylines.	I can enhance my Role Play by adding my own resources and constructions. I am beginning to develop complex storylines using my own experiences and known stories.	I can use my imagination to develop complex storylines.	I can develop storylines and characters into my pretend play. I can take part in group Role play to retell a known story. I collaborate with my peers to retell the story in the correct sequence.	**I can invent, adapt and recount narratives and stories with my peers and my teacher. BI&E.ELG** **. I can perform songs, rhymes, poems and stories with others. BI&E.ELG**

Music	
Birth - 5 – Expressive Arts and Design – See above	**Being imaginative and expressive- ELG .** . Sing a range of well-known nursery rhymes and songs. BI&E.ELG . Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&E.ELG

Singing / Voice	I can use my voice for whispering, speaking, singing, and shouting.	I can experiment with changing my voice with different tempos, pitch, and dynamics. I can sing part/ most of some familiar songs. I know some of the words. I can sing in a small group.	I can join in with singing songs with changes to pitch, tempo, or dynamics. I can sing a whole familiar nursery rhyme and familiar song. I can sing in a group and keep in time.	I can show some control in using my singing voice to create changes in dynamics, tempo, or pitch. I can sing in a group and match the pitch and follow the melody. I can sing in tune and keep to the beat.	**.I can sing a range of well-known nursery rhymes and songs. BI&E.ELG** **I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&E.ELG**
Exploring and playing instruments **Compositions of music**	I can explore how to make sounds using body percussion and percussion instruments.	I can copy and join in with a simple beat on a percussion instrument. I can describe the sounds that I make in simple terms	I can play an instrument in time to a simple piece of music. I know how to play a wide range of percussion instruments.	I can show some control in playing percussion instruments to create changes in dynamics, tempo, or pitch.	**I can sing a range of well-known nursery rhymes and songs. BI&E.ELG** **I can perform songs, rhymes, poems and stories**

	I am beginning to name a few familiar instruments, e.g., drum, keyboard or guitar.	such as loud, quiet, fast, or slow.	I can create suitable sound effects to match a given theme/story. I can experiment with playing percussion and body instruments and changing the dynamics, pitch, or tempo. I can play a simple composition by following a sequence of some simple symbols, pictures or patterns		I can compose, adapt, and play my own composition/tune using simple symbols, pictures or patterns. I am beginning to record my own composition in pictures/symbols.	**with others, and (when appropriate) try to move in time with music. BI&E.ELG**
Listening and responding to Music	I enjoy listening to music.	I respond when I listen to music.	I can talk about how music makes me feel. I can listen to songs/music with changes to pitch, tempo, and dynamics. I can respond to changes in the dimensions of music.	I can talk about emotions in the music, e.g., This music sounds happy, sad, or scary.	I can listen to pieces of music and recognises some familiar instruments that are playing. I can express my opinion on a piece of music. I can talk about what a piece of music reminds me of.	**I can sing a range of well-known nursery rhymes and songs. BI&E.ELG** **I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&E.ELG**