

Progression in the Early Years Foundation Stage

Communication & Language: Listening, attention and understanding

Owlets	Nursery	Reception	ELG	Beyond EYFS
<p>Attend to familiar sounds and voices.</p> <p>Copy facial expressions and movements.</p> <p>Make eye contact and watch someone's face as they talk.</p> <p>Listen and respond to simple instructions.</p> <p>Understand simple words in context and frequently used words.</p> <p>Listen to other people's talk with interest.</p> <p>Engage in pretend play.</p> <p>Listen to and understand simple stories (with the help of pictures)</p> <p>Identify familiar objects when they are described e.g. 'the blue car.'</p> <p>Understand and act on longer sentences.</p> <p>Understand simple who, what and where questions.</p>	<p>Listen to longer stories and remember much of what happens.</p> <p>Use a wider range of vocabulary</p> <p>Understand questions and instructions with two parts.</p> <p>Understand 'why' questions.</p>	<p>Listen carefully in a range of contexts.</p> <p>Learn further new vocabulary and use it throughout the day.</p> <p>Ask questions to find out more and check that they understand what has been said to them.</p> <p>Listen carefully to rhymes and songs.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage with non-fiction books.</p>	<p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>See speaking and listening progression document.</p>

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Communication and language: speaking

Owlets	Nursery	Reception	ELG	Beyond EYFS
<p>Copy what adults do, including speech and lip movements.</p> <p>Take turns on conversations.</p> <p>Enjoy singing.</p> <p>Develop use of voice to get attention.</p> <p>Use gestures like pointing to communicate.</p> <p>Start to say how they are feeling.</p> <p>Use more speech sounds and pronounce polysyllabic words.</p>	<p>Sing an increasing repertoire of songs.</p> <p>Know rhymes, talk about familiar books and retell stories.</p> <p>Use longer sentences of four-six words.</p> <p>Express their point of view and debate when they disagree.</p> <p>Start a conversation and continue it for many turns.</p> <p>Use talk to organise their play.</p>	<p>Articulate ideas and thoughts in well-formed sentences.</p> <p>Connect ideas or actions using connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to work out problems and organise thinking, explaining how things work and why they happen.</p> <p>Develop social phrases.</p> <p>Engage in story time.</p> <p>Listen to and talk about stories.</p> <p>Retell stories.</p> <p>Listen to and talk about non-fiction.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using new vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>See speaking and listening progression document.</p> <p>See English & GPS progression document.</p>

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Personal, Social and Emotional Development: Self-regulation

Owlets	Nursery	Reception	ELG	Beyond EYFS
<p>Find ways to calm themselves, including through being calmed by their key person.</p> <p>Manage transitions.</p> <p>Express a range of emotions.</p> <p>Show effortful control e.g. waiting their turn.</p> <p>Talk about and begin to manage their emotions.</p> <p>Explore emotions through play and stories.</p> <p>Learn to use the toilet with help initially.</p>	<p>Develop a sense of responsibility and community.</p> <p>Follow rules and understand why they are important, increasingly without an adult reminding them of rules.</p> <p>Develop increasing independence with care needs.</p>	<p>Identify and moderate their own feelings.</p> <p>Manage own personal hygiene.</p> <p>Know and talk about the factors that support their health and wellbeing</p>	<p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for that they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.</p>	<p>See school behaviour policy and PSHE curriculum.</p>

Progression in the Early Years Foundation Stage

Personal, Social and emotional development: Managing self

Owlets	Nursery	Reception	Early Learning Goal	Beyond EYFS
<p>Express preferences and decisions. Try new things. Play on their own and with other children.</p> <p>Explore new places. Grow in independence. Talk about their feelings in more elaborated ways.</p>	<p>Select and use activities and resources (with help when needed) to achieve a goal. Talk about their feelings using words like happy, sad, angry, worried.</p>	<p>Show resilience and perseverance in the face of challenge.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>See school behaviour policy and PSHE curriculum.</p>

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Personal, Social and Emotional Development: Building Relationships

Owlets	Nursery	Reception	Early Learning Goal	Beyond EYFS
<p>Engage with others through gesture, gaze and talk. Notice and ask questions about differences. Develop friendships with other children.</p>	<p>Engage with familiar and unfamiliar people. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. Develop appropriate ways of being assertive. Begin to understand how others might be feeling.</p>	<p>Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others.</p>	<p>Work and play co-operatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and others' needs.</p>	<p>See school behaviour policy and PSHE curriculum.</p>

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Physical Development: Gross Motor Skills

Owlets	Nursery	Reception	Early Learning Goal	Beyond EYFS
<p>Gain control of their whole body through continual practice of large movements.</p> <p>Clap and stamp to music.</p> <p>Fit themselves into spaces like tunnels, dens and large boxes and move around in them</p> <p>Start to kick, throw and catch balls.</p> <p>Walk, run, jump and climb.</p> <p>Spin, roll and independently use ropes and swings.</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p>	<p>Develop movement: balancing, riding and ball skills.</p> <p>Skip, hop, stand on one leg and hold a pose.</p> <p>Use large muscle movements to paint and make marks.</p> <p>Start to take part in group activities they have made up for themselves or in teams.</p> <p>Use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Collaborate with others to manage large items.</p>	<p>Revise and refine the fundamental movement skills of rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>Develop control and grace, Develop body strength, co-ordination and balance.</p> <p>Use core muscles to achieve good posture when sitting at a table or on the floor.</p> <p>Use a range of large and small apparatus.</p> <p>Develop and refine ball skills., developing confidence, competence and precision.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and co-ordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>See Writing progression document.</p> <p>See PE progression document.</p> <p>See Music progression document.</p>

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Physical Development: Fine Motor Skills

Owlets	Nursery	Reception	Early Learning Goal	Beyond EYFS
<p>Build independently with a range of resources.</p> <p>Develop manipulation and control.</p> <p>Explore different materials and tools.</p> <p>Use large and small motor things to do things independently</p> <p>Use a knife and fork.</p> <p>Develop independence.</p>	<p>Use one-handed tools and equipment.</p> <p>Use a comfortable grip with good control when using pens and pencils.</p> <p>Dress and undress with increasing independence.</p> <p>Make some healthy choices about food, drink, activity etc.</p>	<p>Develop small motor skills so that they can use tools competently, safely and confidently.</p> <p>Develop the foundations of a fast, accurate and efficient handwriting style.</p> <p>Develop skills such as lining up and queuing.</p>	<p>Hold a pencil effectively in preparation for fluent writing, using the tripod grip.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>See Writing progression document.</p> <p>See PE progression document.</p> <p>See Music progression document.</p> <p>See Art and DT progression documents.</p>

Progression in the Early Years Foundation Stage

Literacy: Comprehension

Owlets	Nursery	Reception	Early Learning Goal	Beyond EYFS
<p>Pay attention to enjoy and join in with songs and rhymes.</p> <p>Sing songs and say rhymes independently.</p> <p>Enjoy sharing books with an adult.</p> <p>Have favourite books and seek them out.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Ask questions about the book.</p> <p>Make comments and share own ideas.</p> <p>Develop play around favourite stories using props.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate, where appropriate, key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role play.</p>	<p>See English progression document.</p>

Progression in the Early Years Foundation Stage

Literacy: Word reading.

Owlets	Nursery	Reception	Early Learning Goal	Beyond EYFS
<p>Notice some print, such as the first letter of their name, a bus or door number or familiar logos.</p>	<p>Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of the different parts of a book and page sequencing.</p> <p>Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound.</p> <p>See also phonological awareness programme.</p>	<p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to our phonics programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>See also RWInc phonics progression.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with the phonics knowledge, including some common exception words.</p>	<p>See English progression document.</p>

Progression in the Early Years Foundation Stage

Literacy: Writing

Owlets	Nursery	Reception	Early Learning Goal	Beyond EYFS
<p>Enjoy drawing freely. Add some marks to their drawings and give meaning to them. Make marks on their picture to stand for their name.</p>	<p>Use some print and letter knowledge in early writing e.g. writing a pretend shopping list that starts at the top of the page. Write some of all of their name. Write some letters accurately.</p>	<p>Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter(s). Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Re-read what they have written to check it makes sense.</p>	<p>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p>See English progression document.</p>

Progression in the Early Years Foundation Stage

Mathematics: Number

Owlets	Nursery	Reception	Early Learning Goal	Beyond EYFS
<p>Take part in finger rhymes with numbers.</p> <p>Say some numbers in sequence.</p> <p>Count in everyday contexts.</p>	<p>Subitise up to 3.</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order (to 5)</p> <p>Know that the last number reached when counting a set of objects tells you how many there are in total.</p> <p>Show finger numbers up to 5.</p> <p>Link numerals and amounts.</p> <p>Solve real world mathematical problems with numbers up to 5.</p>	<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link numbers with values.</p> <p>Understand the one more than/one less than relationship with consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers to 5 and some to 10.</p> <p>See also Mastering number and White Rose Maths.</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10 including double facts.</p>	<p>See Mastering Number, and Maths progression document.</p>

Mathematics: Numerical Patterns

Owlets	Nursery	Reception	Early Learning Goal	Beyond EYFS
<p>Combine objects like stacking blocks and cups. React to changes of amount in a group of up to three items. Compare amounts saying lots, more or same. Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc using words like bigger, little, smaller, high, low, tall, heavy. Notice patterns and arrange things in patterns.</p>	<p>Compare quantities using words like more, less, fewer. Talk about and explore 2 and 3d shape using language such as sides, corners, round. Understand position through words alone e.g. under. Describe a familiar route. Describe locations using prepositions like behind. Make comparisons between objects relating to size, length, weight, capacity Select shapes appropriately when building. Combine shapes to make new ones. Talk about and identify patterns around them e.g. stripy clothes. Extend and create ABAB patterns. Notice and correct errors in repeating patterns. Begin to describe a sequence of events using words like first, then.</p>	<p>Count beyond ten. Compare numbers. Select rotate and manipulate shapes to develop spatial reasoning. Compose and decompose shapes so that they recognise that shapes can have other shapes within them. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>See Mastering Number, and Maths progression document.</p>

Progression in the Early Years Foundation Stage

Understanding the World: Past and Present

Owlets	Nursery	Reception	Early Learning Goal	Beyond EYFS
	<p>Begin to make sense of their own life story and family's history.</p> <p>Show interest in different occupations.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>See also History progression document.</p>	<p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>See History progression document.</p>

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Understanding the World: People, Culture and Communities

Owlets	Nursery	Reception	Early Learning Goal	Beyond EYFS
<p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p> <p>Talk about events and celebrations.</p>	<p>Develop a positive attitude about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced of seen in photos.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Describe their immediate environment, using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.</p>	<p>See Geography, Religion and Worldviews and PSHE progression documents.</p>

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Understanding the World: The Natural World

Owlets	Nursery	Reception	Early Learning Goal	Beyond EYFS
<p>Repeat actions that have an effect.</p> <p>Explore materials with different properties.</p> <p>Explore natural materials.</p> <p>Explore and respond to natural phenomena.</p>	<p>Use all senses when exploring natural materials.</p> <p>Explore materials with similar or different properties.</p> <p>Talk about what they see.</p> <p>Explore how things work.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant or animal.</p> <p>Explore and talk about the forces they can feel.</p> <p>Talk about differences in materials and changes they notice.</p>	<p>Use and draw simple maps.</p> <p>Describe that they see, hear and feel outside.</p> <p>Recognise some environments that are different to the one where they live.</p> <p>Understand the effect of changing seasons on the world around them.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>See Geography and Science progression documents.</p>

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Expressive Art and Design: Creating with Materials

Owlets	Nursery	Reception	Early Learning Goal	Beyond EYFS
<p>Make marks intentionally. Explore paint, using brushes, tools and body parts.</p> <p>Express ideas and feelings through making marks and give meaning to the marks they make.</p> <p>Develop pretend play. Explore different materials and use their imagination as they consider what to do with different materials.</p> <p>Make simple models which express their ideas.</p>	<p>Participate in simple pretend play.</p> <p>Develop increasingly complex stories using small world equipment.</p> <p>Make small worlds with blocks and construction kits.</p> <p>Explore different materials.</p> <p>Develop their own ideas and decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines.</p> <p>Draw with increasing complexity and detail.</p> <p>Use drawings to represent ideas.</p> <p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>See Art, DT and writing progression.</p>

Progression in the Early Years Foundation Stage

Expressive Art and Design: Being imaginative and expressive

Owlets	Nursery	Reception	Early Learning Goal	Beyond EYFS
<p>Respond to music when it changes.</p> <p>Move and dance to music,</p> <p>Anticipate phrases and actions in rhymes and songs.</p> <p>Join in with songs and rhymes.</p> <p>Make rhythmic and repetitive sounds.</p> <p>Explore sound makers and instruments and play them in different ways.</p> <p>Take part in action songs.</p>	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tune sung by another person.</p> <p>Sing the melodic shape of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Listen attentively, move to and talk about music.</p> <p>Watch and talk about dance and performance art.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others and- when appropriate- try to move in time with music.</p>	<p>See Music, PE, English progression.</p>