



Checkpoints / Progression EYFS

Communication and Language			
	Autumn	Spring	Summer
Listening, Attention and Understanding	<p>Begins to use some active listening skills; face the speaker, body still, paying attention.</p> <p>Follows simple instructions well. E.g. Get a pencil, find your bag.</p> <p>Responds to a peers request (e.g. Can I have the ball?) and replies.</p> <p>Learns (and use) new words from familiar texts.</p> <p>Answers “How” questions, e.g. How did this get broken?</p>	<p>Conducts simple back and forth conversations, paying attention to peer/adult and responding appropriately.</p> <p>Show attentive listening skills at input times, e.g. during Phonics, and is quick to act on instructions.</p> <p>Begins to link listening to learning/understanding, e.g. Can discuss why it is important to listen to instructions.</p> <p>Ask questions when they don’t know what a word means.</p> <p>Can offer small explanations that demonstrate their understanding on a topic/story, e.g. He couldn’t carry it because it was too heavy”.</p> <p>Answers ‘Why’ questions.</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 conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Deeper</p> <p>Listen attentively and responds during larger group situations, e.g. Assembly/Collective Worship</p> <p>Sustain concentration in more challenging contexts, e.g. following a text with no illustrations, responding to multi-step instructions</p> <p>Express their views on a topic/storyline with reference to the content.</p> <p>Responds to how/why questions succinctly.</p>
Speaking	<p>Offer their ideas in small group contexts, e.g. retelling a simple event in sequence.</p> <p>Use full sentences, sometimes with encouragement, to express complete ideas (e.g. “I like chocolate more than vanilla”, rather than “chocolate better”</p> <p>Ask questions when they don’t understand instructions.</p> <p>Uses connectives in speech, e.g. and, but.</p> <p>Use new vocabulary from books and stories as they discuss/retell the story.</p> <p>Recite familiar rhymes/poems and join in with repeated refrains from stories.</p>	<p>Speaks in whole class situations, e.g. answering questions at Story Time.</p> <p>Use recently-modelled language independently, across everyday contexts and all areas of learning, e.g. “This lunch is delicious” or “I need to count back to subtract”.</p> <p>Use newly learnt vocabulary in different contexts. E.g. using the words enormous to describe their tower having read the Enormous Turnip.</p> <p>Ask questions in a variety of contexts (e.g. to better understand a character/story, to clarify instructions, to solve practical problems).</p> <p>Uses a range of connectives e.g. so, but, and, because to extend their sentences and to connect ideas.</p> <p>Uses more detail in conversation.</p> <p>Uses speech to organise simple activities (e.g. You go first and I’ll go next), overcome problems/conflicts (Can I have that after you?) and provide little explanations (e.g. It sunk because it was too heavy)</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced 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>Deeper</p> <p>Show awareness of the listener, e.g. being expressive during Show-and-Tell, facing the audience, speaking in a clear, audible voice.</p> <p>Explaining and justifying a viewpoint.</p> <p>Use a range of vocabulary in lively and appropriate ways.</p>



Personal, Social and Emotional Development

	Autumn	Spring	Summer
Self-Regulation	<p>Identify and name some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. Explain to an adult what has happened when they are upset. "Bounce back" quicker after upsets and with more independence. Follow familiar, routine instructions independently.</p>	<p>Link events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched the toy. Begin to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?" Follow two-step instructions. Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Deeper Be resourceful in seeking help, e.g. enlisting peers with a particular strength or finding a useful resource. Discuss the challenges they have encountered and weaknesses in their approaches, as well as strengths.</p>
	Managing Self	<p>Use the toilet independently and wash their hands independently, knowing why this is important. Understands that some foods are healthier for us and some are less so. Talks about how their body feels after exercise and knows that this activity is positive for our health. Undress independently for P.E., with help for buttons Do up their coat. Abide by most of the rules of the classroom. Try new activities independently or with peers.</p>	<p>Knows why and when we wash our hands and does so without reminding (e.g. after using the bathroom). Discusses why it is important to brush our teeth, in simple terms, and knows some foods which may be harmful to our teeth. Discusses the effects of tiredness or lack of sleep. Discusses simple healthy food choices.</p> <p>Dress and undress for PE with help for tricky items such as tights and buttons Discuss healthy food choices. Sort healthy foods from less nutritional food. Begin to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset. Begin to persevere when something is challenging. Work on short activities independently, e.g. a Phonics game.</p>



Building Relationships	<p>Join in with a group of children who are playing. Form some closer friendships and seek them out to initiate play. Speak to peers within a game or activity. Take turns, sometimes with adult support, e.g. when playing a board game.</p>	<p>Hold back & forth conversations, listening to their peers' ideas and responding appropriately. Show empathy in simple ways, e.g. finding an adult for a child who is hurt. Show understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way. Take turns with a little support from an adult or with the systems in place, e.g. sand timers.</p>	<p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. Deeper Play and organise games with rules. Understand that different children have different viewpoints and opinions and resolve minor disagreements through listening to each other to come up with a fair solution.</p>
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Physical Development			
	Autumn	Spring	Summer
Physical Development - Gross Motor Skills	<p>Begins to run with more fluency, avoiding obstacles. Explores and develops confidence in different ways of moving, e.g. hopping. Independently uses climbing equipment, e.g. the trim trail. Throws balls in the direction of a target/peer and attempts to catch large balls/beanbags by moving towards it.</p>	<p>Moves confidently in a range of ways; rolling - crawling - walking - jumping - running - hopping - skipping - climbing. Uses climbing equipment with confidence and enjoyment. Demonstrates good posture when working on table-top activities. Developing throwing and catching skills with appropriate apparatus, e.g. large foam ball or beanbag.</p>	<p>Negotiates space and obstacles safely, with consideration for themselves and others. Demonstrates strength, balance and coordination when playing. Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing. Deeper Shows precision in movements (e.g. gymnastics) and excellent body control. Shows strength and power when jumping, throwing etc. Links series of movements fluently and confidently, e.g. in Dance. Engages in energetic and challenging physical activity through choice and with pleasure.</p>



Physical Development - Fine Motor Skills	<p>Uses a spoon or fork to eat with increased control and independence. Forms the pre-writing shapes. Forms all the letters of their names correctly. Forms recognisable letters for the full alphabet. Uses an effective (non-palmer pencil grip) Uses scissors to cut out a simple shape independently, e.g. circle/square. Draws simple pictures which can be recognised by themselves and others, e.g. face, person, cat, house.</p>	<p>Uses a knife and fork, attempting to cut soft foods. Forms most letters of the alphabet with correct formation. Working towards or using a tripod grip. Uses scissors with effective hand-positioning and with control. Adds some detail to drawings, e.g. eyelashes or windows on a house.</p>	<p>Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Uses a range of small tools, including scissors, paintbrushes and cutlery. Begins to show accuracy and care when drawing Deeper Sits writing on or line and begin to show clear ascenders/descenders. Able to control the size of their letters/numbers. Uses a knife and fork together confidently to cut food. Draws detailed pictures. Can do/undo buttons and buckles.</p>
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Literacy Development			
	Autumn	Spring	Summer
Comprehension	<p>Identify the characters and setting of a familiar book. Join in with the repeated refrain from a familiar story. Begin to use language from the story when discussing it. Seeks familiar texts or stories in the book area.</p>	<p>Sequence a familiar story using images or objects. Tell the story to another person using the book or images retelling the story in their own way repeating known phrases from the text. Make a simple prediction based on the events of a story so far. Use the language from a story within role play and discussions.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Deeper Recycle familiar stories verbally (or in written form), recalling the structure of the original story. Substantiate their predictions and opinions with evidence from the story. Use newly acquired language from books in different contexts.</p>



Word Reading	<p>Say a sound for all Phase 2 GPCS and begin to know some names. Blend and read Phase 2 VC/VC/CVC words. Begin to read very short sentences containing simple words and 5 common exception/sight words I, no, go, to, the</p>	<p>Begin to link Phase 3 graphemes digraphs / trigraphs to phonemes Read some letter groups that each represent one sound and say sounds for them. Begin to read CVC words containing known Phase 3 graphemes (including digraphs and trigraphs) Read simple sentences containing known Phase 3 letter-sound correspondences containing some more common exception/sight words.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Deeper Recognise all Phase 2 and 3 phonemes when reading unfamiliar words. Read Phase 4+ common exception words by sight. Read sentences containing CVCC / CCVC words and decodable compound words</p>
Writing	<p>Write their name with correct formation. Forms recognisable letters for the full alphabet. Segment to spell words CVC words using some GPC e.g. s,a,t,p,i,n words (using magnets or lettercards if still developing hand strength</p>	<p>Consistently spell Phase 2 CVC words Begin to link Phase 3 graphemes digraphs / trigraphs to phonemes Begin to spell CVC words containing known Phase 3 graphemes (including digraphs and trigraphs) Write common exception words I the to no go into</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. Deeper Form all letters correctly, with clear ascenders and descenders and similar sizing. Write words of more than one syllable. Use a full stop and capital letter in a sentence.</p>

Mathematical Development

	Autumn	Spring	Summer
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Number	<p>Subitise to 4. Discuss composition of numbers to 4, showing some automatic recall of number facts. Begin to recognise parts within numbers. E.g. Look at 4 buttons and say “I can see a group of 2 and another group of 2”</p>	<p>Discuss composition of numbers to 4, showing some automatic recall of number facts. Confidently subitise rather than count small groups of objects. Subitise to 5 using familiar concept images (e.g. a tens frame, with Numicon and using fingers)</p>	<p>Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Deeper Be able to “conceptually subitise” to 10 or beyond. Automatically recall all number bonds to 10 Solve problems and make strong links between areas of their learning, e.g. doubling/halving.</p>
Numerical Patterns	<p>Recite numbers to 20 confidently. Count back from 10. Demonstrate understanding of the cardinal principle when counting objects. Show accuracy when counting a group of up to 5/10 objects. Use and understand the terms more and fewer/less in practical contexts. Understand the term equal when comparing two groups of objects.</p>	<p>Recite numbers to 20 and back from 20. Count on from a given number to 20 and back from a given number 0 - 10. Show accuracy when counting a group of objects, showing 1 to 1 correspondence & confident application of the cardinal principle. Say the number one more/less than a given number 1 - 10. Explore sharing into equal groups in practical contexts, commenting on what they notice.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally Deeper Make estimations based on their “number knowledge/sense”, e.g. that number must be greater than 20 because I can see two full tens and a part finished ten. Apply their number knowledge to solve problems, e.g. It takes 3 eggs to make a cake so I must need 6 for two cakes.</p>
Shape, space and measure	<p>Time - Understand yesterday/today/tomorrow. Sequence Sort shapes by properties Use shapes to make pictures/models. Sort items by size and order a small number</p>	<p>Demonstrate understanding of everyday prepositions - in, on, under, beside, in front, behind. Use and understand before/after Know some common 2D and 3D shapes. Select, rotate and manipulate shapes to match a picture, fit an outline or create patterns. Continue a simple AB, ABC pattern, spot errors in a given pattern.</p>	<p>NO ELG FOR THIS AREA. Use everyday language for comparing measures e.g. this is heavier than that. Know some common 2D and 3D shapes and begin to use correct mathematical language to describe these. Pattern - create, copy and continue a simple pattern Deeper Create patterns of increasing complexity, e.g. ABCCABCC Accurately discuss the properties of shapes Make predictions and link their knowledge of number to their work on measures, e.g. The red car weighed 4 cubes and the green one is heavier so it might weigh 6 cubes.</p>



Understanding the World

	Autumn	Spring	Summer
Past and Present	<p>Talk about people around them in good detail, describing their roles, interests or news about them.</p> <p>Discuss past and upcoming events within their own family, e.g. “When I was a baby, I had a Christening” or “At my third birthday, I had a dinosaur cake”</p> <p>Understand that the past is the time “before now”.</p>	<p>Discuss images of the past and contrast them in discussion, e.g. “They are travelling on a horse and cart because there were no cars like we have then”.</p> <p>Listen to, respond and ask questions about fiction & non-fiction books about characters from the past.</p>	<p>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Deeper</p> <p>Make thoughtful links, e.g. We don’t have photographs of Jesus because cameras didn’t exist then.</p> <p>Be particularly knowledgeable about an event or period e.g knights and castles.</p>
People, Culture and Communities	<p>Discuss the roles of people in the community around them and their own experiences with these people, e.g. priest, nurses/doctors.</p> <p>Share their experiences of local features of our community,</p> <p>Be able to talk about their journey to school.</p> <p>Know the church is special to us as Christians.</p>	<p>Look at maps of our school/area and discuss the features they notice. Make their own maps.</p> <p>Have some basic knowledge of community celebrations, e.g. Christmas, Chinese New Year, Carnival.</p> <p>Share their knowledge of different countries (e.g. through holidays, home countries, books etc) and compare/contrast them in discussion. E.g. “There are no lions in England but there are in Africa” or “In Spain, the weather is warmer than here”.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p>Deeper</p> <p>Share their knowledge of cultural events they have experienced in detail, showing deep levels of fascination and understanding.</p> <p>Make thorough comparisons between different countries, linking to their interests, e.g. wild animals, volcanoes.</p>



The Natural World	<p>Discuss change in seasons from Summer > Autumn, and then Autumn > Winter. Make reference to changes to the natural world, weather and our habits. Make more careful observations (e.g. “The ice has melted; look it’s a puddle now”) and use an increasingly mature vocabulary when discussing the natural world, e.g. soil, roots, stem, temperature, melt. Make simple drawings of natural objects, e.g. leaf.</p>	<p>Offer simple, logical explanations for what they have observed, e.g. “Maybe it melted because the weather is warmer” or “It is light so I think that helps it float”. Drawings show closer observation of details they have observed, e.g. an attempt to represent the veins on a leaf. Use modelled, topical vocabulary in discussion. Compare different environments to their own, e.g. Notice differences between the countryside in comparison to cities, when listening to stories in these settings.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Deeper Show understanding of some ways that the natural world can be harmed and looked after (e.g. pollution, recycling). Be particularly knowledgeable about an area of interest in the natural world. a wide range of scientific vocabulary</p>
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Expressive Arts and Design			
	Autumn	Spring	Summer
Creating with Materials	<p>Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys). Adapt their construction to achieve a desired outcome, e.g. add an extra layer to a model to represent “upstairs” when their pretend-play requires it.</p>	<p>Produce more detailed representations (drawings, paintings, models) and discuss the features they have included. Return to and extend their creative learning, e.g. rebuilding a tower made the day before but making it more stable. Choose materials to achieve a goal, e.g. selecting a plastic yoghurt pot to turn into a boat due to its waterproof nature. Talk about what they like or could improve about what they have created.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p>Deeper</p>



	<p>Use colours for a purpose, e.g. using the correct eye/hair colour when drawing a self-portrait.</p>	<p>Explain how they created something to their peers including why they chose a particular technique/material and how it is fit for purpose, e.g. "I used sellotape because the glue was too runny to hold something heavy".</p>	<p>Make considered/purposeful decisions on how media and materials can be used, combined and matched to a purpose. Draw inspiration from the work of others as starting points or to improve their own work, e.g. recreating a painting of a famous artist. Show mastery and confidence in techniques, e.g. colour-mixing.</p>
<p>Being Imaginative and Expressive</p>	<p>Suggest a movement to match a piece of music, e.g. running during fast music or stamping to a slow drum beat. Keep a beat using a musical instrument or body percussion. Perform familiar songs/rhymes in small groups. Participate in collaborative, creative activities, sometimes initiated by an adult. E.g. giant artwork, building a pirate ship with blocks. Retell parts of familiar stories through use of puppets, toys, masks or small-world.</p>	<p>Discuss changes or patterns they hear when listening to music, e.g. "It starts slowly but gets faster and faster". Create their own beats with musical instruments/body percussion and become confident in games such as syllable-clapping. Begin exploring how we can change a song/rhyme (e.g. the words, tempo, volume) to create a desired effect. Create more complex narratives in their pretend play, building on the contributions of their peers. Organise themselves into collaborative creative opportunities (role play, performance, artwork).</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. Deeper Show a particular interest/mastery in an area or genre of music/performance. E.g. plays a musical instrument, reads simple music, performs ballet to match a piece of music. Perform with confidence and awareness of the audience, e.g. using expression. Talk about the ideas/processes that led them to produce their artwork/performance. Reflect on their work, reviewing it and recognising strengths and areas of improvement.</p>