

## Communication and Language

### EYFS (Nursery – the pre-school year)

	<b>Listening, Attention and Understanding</b>	<b>Speaking</b>
<b>On entry to Pre-school year (Baseline)</b>	<p>Can listen to simple stories and understand what is happening.</p> <p>Can identify familiar objects and properties, for example: Can you show me the big boat?</p> <p>Can understand simple instructions like ‘Where’s your hat?’ or ‘What’s the boy in the picture doing?’</p> <p>Can understand action words by pointing to the right picture in the book. For example: ‘Who’s jumping?’</p>	<p>Listen to other people’s talk with interest but can be easily distracted by other things.</p> <p>Start to develop a conversation, jumping from topic to topic.</p> <p>Start to say how they are feeling, using words as well as actions.</p> <p>Can link 5 words together.</p> <p>Can use pronouns – ‘me’, ‘him’, ‘she’.</p> <p>Can use prepositions – ‘in’, ‘on’, ‘under’.</p>
<b>At the end of Autumn Term (AP1)</b>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Understands and follows a simple instruction.</p>	<p>Developing their language and communication.</p> <p><i>(May continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’).</i></p> <p>Asks questions.</p>
<b>At the end of Spring Term (AP2)</b>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Can understand simple questions about ‘who’, ‘what’ and ‘where’.</p> <p>Can find it difficult to pay attention to more than one thing at a time</p> <p>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.”</p>	<p>Use a wider range of vocabulary.</p> <p>Use longer sentences of four to six words.</p> <p>Takes part in a conversation with an adult or a friend.</p>
<b>At the end of Nursery (AP3)</b>	<p>Can sit to listen to stories and can remember much of what happens.</p>	<p>Can use talk to organise themselves and their play.</p>

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	<p>Understands a question or instruction that has two parts.</p> <p>Understands ‘why’ questions.</p> <p>Contributes sensible comments to discussions and conversations.</p>	<p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Can use sentences of six words.</p> <p>Can use conjunctions in their sentences.</p> <p>Can correctly use the future and past tense: “I am going to the park” and “I went to the shop”?</p> <p>Can answer simple ‘why’ questions?</p> <p>Engages in conversation with adults and peers.</p> <p>Uses plurals.</p> <p>Can ask questions.</p>
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## Personal, Social and Emotional Development

### EYFS (Nursery – the pre-school year)

	<b>Self-Regulation</b>	<b>Managing Self</b>	<b>Building Relationships</b>
<b>On entry to Pre-school year (Baseline)</b>	Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.	<p>Beginning to manage their emotions.</p> <p>Beginning to talk about their emotions e.g. ‘sad’, ‘happy’ or ‘upset’.</p> <p>Learning to use the toilet with help.</p>	<p>Feel confident to explore the environment with a familiar adult.</p> <p>Play with increasing confidence on their own, and with other children.</p>
<b>At the end of Autumn Term (AP1)</b>	Select and use activities and resources, with help when needed.	<p>Develop their sense of responsibility and membership of a community.</p> <p>Learning to use the toilet independently.</p> <p>Can wash their hands independently.</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p>
<b>At the end of Spring Term (AP2)</b>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p>	<p>Develop appropriate ways of being assertive.</p> <p>Beginning to talk with others to solve conflicts.</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>Can put their coat on independently.</p> <p>Uses the toilet and washes hands.</p> <p>Begin to talk about the importance of oral health.</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Beginning to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p>
<b>At the end of</b>	Talks about their feelings in simple terms, using words	Increasingly follows rules.	Plays with one or more other children,

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<p><b>Nursery (AP3)</b></p>	<p>like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>May show some understanding of how others might be feeling.</p> <p>Can focus attention in a group situation for a short period of time and can follow a series of instructions.</p>	<p>Reliably toilet trained, mostly independently.</p> <p>Confident to access the environment with minimal support.</p> <p>May be beginning to negotiate solutions to conflicts in their play.</p>	<p>extending and elaborating play ideas.</p> <p>Takes part in pretend play.</p> <p>Can take turns and share sometimes with adult support.</p> <p>Makes new friends in the class, and talks to adults to share news or as part of an activity.</p>
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## Physical Development

### EYFS (Nursery – the pre-school year)

	<b>Gross Motor Skills</b>	<b>Fine Motor Skills</b>
<b>On entry to Pre-school year (Baseline)</b>	<p>Can run confidently.</p> <p>Can kick a ball.</p> <p>Can jump with both feet off the ground at the same time.</p> <p>Can catch a large ball.</p> <p>Can pedal a tricycle.</p>	<p>Explores different materials and tools.</p> <p>Develop manipulation and control, for example tearing paper.</p>
<b>At the end of Autumn Term (AP1)</b>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>
<b>At the end of Spring Term (AP2)</b>	<p>Shows confidence in their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Start taking part in some group game activities, perhaps with others or in teams.</p> <p>Enjoy moving to music, may be beginning to remember sequences and patterns of movements.</p>	<p>Start to eat independently and learning how to use a knife and fork.</p> <p>May show a preference for a dominant hand.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>
<b>At the end of Nursery (AP3)</b>	<p>Moves in a variety of ways e.g. crawl, walk, run, hop, climb.</p> <p>Has good coordination and balance when negotiating equipment and other people.</p> <p>Uses trikes and scooters confidently.</p>	<p>Uses one-handed tools and equipment.</p> <p>Can use scissors to cut, holding scissors in one hand.</p> <p>Can copy some recognisable letter shapes from name.</p>



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	<p>Uses brooms to brush and spades to dig in sand and soil.</p>	<p>Holds pencil in fingers rather than a whole hand grasp.</p> <p>Shows a preference for a dominant hand.</p> <p>Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs).</p>
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## Literacy Skills Progression

### EYFS (Nursery – the pre-school year)

	<b>Comprehension</b>	<b>Word Reading</b>	<b>Writing Composition and transcription</b>
<b>On entry to Pre-school year (Baseline)</b>	<p>Enjoys sharing books with an adult.</p> <p>Repeats words and phrases from familiar stories.</p> <p>Asks questions about a book.</p>	<p>Notices some print, such as the first letter of their name, a bus or door number or a familiar logo.</p>	<p>Enjoys drawing freely.</p> <p>Make marks to represent their name.</p>
<b>At the end of Autumn Term (AP1)</b>	<p>Beginning to show understanding that:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- the names of the different parts of a book</li> <li>- print can have different purposes</li> <li>- page sequencing</li> <li>- we read English text from left to right and from top to bottom</li> </ul> <p>Name the characters from a familiar story.</p> <p>Beginning to develop a narrative about a book they have read using props in play.</p>	<p>Develop their phonological awareness (in line with Phase 1), so that they can:</p> <ul style="list-style-type: none"> <li>- differentiate between sounds (e.g. a drum and a tambourine, an aeroplane and a bike)</li> <li>- make a quiet sound, a loud sound and copy sound patterns with their bodies</li> </ul>	<p>Begin to copy their name.</p> <p>Add some marks to their drawings, which they give meaning to. For example: ‘That’s my mummy.’</p>
<b>At the end of Spring Term (AP2)</b>	<p>Understands that print has meaning, that we read English text from left to right and from top to bottom and turns the pages carefully when independently looking at a book.</p> <p>Listen to a story and comment on the events.</p>	<p>Is continuing to develop their phonological awareness (in line with Phase 1), so that they can:</p> <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul>	<p>Writes some or all of their name.</p> <p>Beginning to use recognisable letters in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy, ‘x’ for kisses on a card.</p>

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<p><b>At the end of Nursery (AP3)</b></p>	<p>Enjoys listening to stories.</p> <p>Can retell a simple story using story vocabulary using visual clues, e.g. talking through a familiar book.</p> <p>Joins in with familiar rhymes and songs.</p> <p>May have favourite stories.</p> <p>May join in with familiar repeated refrains.</p>	<p>Listens carefully to rhymes and songs, paying attention to how they sound.</p> <p>Knows a large repertoire of rhymes/poems/songs.</p> <p>Shows a developing phonological awareness: has a developing ability to spot rhyming words, count or clap syllables in a word, recognise words with the same initial sound.</p> <p>Is able to recognise own name.</p> <p>Can orally blend some simple CVC words.</p>	<p>Writes some or all of their first name.</p> <p>Begin to write initial sounds as captions for drawings e.g. “m” for a picture of Mummy. May use some of their print and letter knowledge in early writing such as a pretend shopping list.</p> <p>Uses some recognisable letter shapes when emergent writing.</p> <p>Can orally segment some simple CVC words and hears initial sounds in words they want to write.</p>
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## Maths Skills Progression

### EYFS (Nursery – the pre-school year)

	<b>Number</b>	<b>Numerical Patterns</b>	<b>Shape, Space and Measure</b>
<b>On entry to Pre-school year (Baseline)</b>	<p>React to changes of amount in a group of up to 3 items.</p> <p>Recites numbers to 5.</p>	<p>Joins in with finger rhymes with numbers.</p>	<p>Beginning to comment on size - “big/little”.</p> <p>Notices patterns, for example - stripes on clothes, designs on rugs and wallpaper.</p> <p>Completes peg board puzzles, matching shapes/pictures together.</p>
<b>At the end of Autumn Term (AP1)</b>	<p>Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</p> <p>Recite numbers past 5.</p>	<p>Recognises some numerals of personal significance.</p> <p>Compares two groups of objects, pointing at which has more/fewer.</p>	<p>Sorts groups of objects according to different criteria.</p> <p>Explores 2D and 3D shapes, making comments such as ‘pointy’, ‘round’. May begin to use correct names for some basic 2D shapes.</p> <p>Can make comparisons relating to size, using language such as big and little, small and large.</p> <p>Can talk about ‘My day’, sequencing every day events (e.g. mealtimes)</p>
<b>At the end of Spring Term (AP2)</b>	<p>counts objects to 5 accurately, showing understanding of basic counting principles.</p> <p>Show ‘finger numbers’ up to 5.</p> <p>Link numerals and amounts: for example, showing the right number</p>	<p>Recognises numerals 1-5.</p> <p>Compares two groups of objects, using the language of more/fewer.</p>	<p>Responds to positional language and beginning to use words like ‘in front of’ and ‘behind’.</p> <p>Make comparisons between objects relating to length and weight.</p> <p>Select shapes appropriately when</p>

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	of objects to match the numeral, up to 5.		building: flat surfaces for building, a triangular prism for a roof etc.  Copies and continues a simple AB pattern e.g. stone, leaf, stone, leaf
<b>At the end of Nursery (AP3)</b>	Have a good understanding of numbers to 5 and knows that the amount stays the same however objects are arranged.  Rote counts to 10.  Subitises to 3.	Compares amounts using the language of ‘more’ ‘fewer’.  Reads numerals to 5 and matches to an amount.  Orders numbers to 5.	Uses some everyday language to talk about and compare size and shape.  Recognises a repeated pattern and is creates own patterns and arrangements.

## Understanding the World Skills Progression

### EYFS (Nursery – the pre-school year)

	<b>Past and Present</b>	<b>People, Culture and Communities</b>	<b>The Natural World</b>
<b>On entry to Pre-school year (Baseline)</b>	Talks about members of their family.	Notices differences between people.	Explore materials with different properties.  Explore natural materials, inside and out.  Repeat actions that have an effect.
<b>At the end of Autumn Term (AP1)</b>	Talks about family events that have taken place and memories from recent history (e.g. birthday parties, holidays etc)	Show interest in different occupations.  Talks about the place where they live, their journey to Nursery e.g. landmarks, things they notice.  Joins in with activities about different celebrations.	Use all their senses in hands-on exploration of natural materials.  Explore collections of materials with similar and/or different properties.  Talk about what they see, using a wide vocabulary.
<b>At the end of Spring Term (AP2)</b>	Beginning to make sense of their own life-story and family’s history, e.g. talking about events from the past, sharing photos from when they were younger etc.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  Joins in with activities about different celebrations.	Explore how things work.  Talks about growth and change (e.g. plants a seed and notices how it changes, watches a caterpillar turn into a butterfly commenting on what is happening, talks about things they notice when the seasons change).  Beginning to understand the need to respect and care for the natural environment and all living things.

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<p><b>At the end of Nursery (AP3)</b></p>	<p>Recognises the difference between self now and as a baby.</p> <p>Names and talks about the people in their family.</p> <p>Sequences a simple timeline, e.g. baby, child, adult, elderly.</p> <p>Describes a personal experience from the past such as a family holiday, birth of a sibling etc.</p>	<p>Talks about the world around and the people are places that are familiar.</p> <p>Developing positive attitudes about the differences between people.</p>	<p>Use all their senses in hands on exploration of natural materials.</p> <p>Explores the natural world and talk about out the things that are noticed.</p> <p>Recognises change and can describe what is happening.</p>
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## Expressive Arts and Design Skills Progression

### EYFS (Nursery – the pre-school year)

	<b>Creating with Materials</b>	<b>Being Imaginative and Expressive</b>
<b>On entry to Pre-school year (Baseline)</b>	<p>Makes marks intentionally.</p> <p>Explore paint using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Explore different materials, using all their senses to investigate them.</p> <p>Manipulate and play with different materials.</p> <p>Make simple models (e.g. with bricks or other construction materials).</p>	<p>Enjoys joining in with songs and rhymes.</p> <p>Explores a range of instruments and plays them in different ways.</p> <p>Use objects as representations in pretend play, e.g. a child holds a wooden block to their ear and pretends it is a telephone.</p>
<b>At the end of Autumn Term (AP1)</b>	<p>Explore different materials freely, making decisions about what to make.</p> <p>Beginning to develop their own ideas and then decide which materials to use to express them.</p> <p>Joins different materials and explores different textures.</p>	<p>Sings entire songs (e.g. favourite nursery rhymes).</p> <p>Take part in simple, pretend play often based on familiar experiences, e.g. making dinner.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>
<b>At the end of Spring Term (AP2)</b>	<p>Creates closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draws with increasing detail, such as representing a face with a circle and including details.</p>	<p>Develop storylines through small-world or role-play.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>
<b>At the end of Nursery (AP3)</b>	<p>Joins different materials.</p> <p>Draws with increasing complexity and detail.</p> <p>Explores colour and colour mixing.</p>	<p>Accesses role play and small world resources, sometimes playing with others to develop storylines.</p>



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	<p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Use drawing to represent ideas like movement, loud noises or emotions.</p> <p>Joins in singing familiar songs.</p>
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