

## EYFS Long Term Progression

EYFS	17 areas of learning	Baseline	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	Listening, attention and understanding	<p>Follows a series of instructions.</p> <p>Listen to a story and recall an event</p> <p>Contribute a comment to the discussions</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Engage in story times by listening carefully, retaining what has been heard and recalling key points.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Engage in non-fiction books.</p> <p>Contributes relevant comments in discussions.</p> <p>Responds to a series of instructions and a range of questions.</p>		<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary.</p> <p>Can switch attention from one task to another.</p> <p>Follows complex instructions.</p> <p>Responds to discussions with comments and questions.</p> <p>Is able to listen in large groups or whole school activities such as assembly, recalling some of the themes and comments at a later stage.</p>		<p><b><u>ELG Listening, Attention and Understanding</u></b></p> <p>Listen attentively and respond to what they hear with relevant question, 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>	

	Speaking	<p>Engages in conversation with adults and peers.</p> <p>Uses plurals and some tenses correctly.</p> <p>Can ask questions.</p>	<p>Use new vocabulary through the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences, communicating confidently with peers and adults.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Uses talks to communicate needs, news, feelings and ideas.</p> <p>Uses plurals and some tenses correctly.</p> <p>Asks questions to support their learning or understanding.</p>	<p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Enjoys being part of conversations and discussions and uses new vocabulary in context.</p> <p>Use talk to support their imaginative play.</p>	<p><b>ELG Speaking</b></p> <p>Participate in small group, class and oneto-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>
PSED	Self-Regulation	<p>Can focus attention in a group for a short period of time.</p> <p>Can follow a series of instructions.</p> <p>Is able to talk about feelings happy and sad</p>	<p>Can become engrossed in an activity and finds it difficult to switch attention to another task.</p> <p>Can focus attention in a whole class group for a teaching session, e.g. phonics.</p> <p>Is willing to keep trying if something is difficult or challenging.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Can identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful.</p> <p>Develop appropriate ways to be assertive.</p> <p>Talk with others to solve conflicts.</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Can label and talk about own and others' emotions.</p> <p>Think about the perspectives of others.</p> <p>Responds well to more complex instructions in smaller groups, but can need visual reminders in larger groups.</p> <p>Completes set challenges/tasks independently.</p> <p>Is able to talk about ways that skills can be improved and to demonstrate pride in achievements.</p>	<p><b>ELG Self-Regulation</b></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 what 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>

	Managing Self	<p>Confident to access the environment with minimal support and can follow the new rules.</p> <p>Reliably toilet trained and just needs some reminders to wash hands.</p>	<p>Perseveres with fastenings on coats and follows instructions to dress and undress for outdoor activities.</p> <p>Washes hands without reminders.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability.</p>	<p>Manage their own needs.</p> <p>More confident to tackle new challenges and with encouragement will keep going.</p> <p>Follows school and class rules and can talk about their importance.</p> <p>Knows some ways to keep healthy.</p>	<p><b><u>ELG Managing Self</u></b> 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>
	Building relationships	<p>Can play with other children as part of a game or activity, without adult support.</p> <p>Can take turns and share with some adult support.</p>	<p>Is able to identify when another child is upset and respond appropriately.</p> <p>Makes new friends in the class, and talks to adults to share news or as part of an activity.</p> <p>Build constructive and respectful relationships.</p> <p>Is aware of the needs of others but can find it hard to let others take the lead.</p> <p>Interacts with a variety of children and is building good relationships with adults and other children.</p>	<p>See themselves as a valuable individual.</p> <p>Talk about things they think they are good at or are proud of.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements.</p> <p>Uses words to solve conflicts.</p> <p>Takes turns in group activities.</p> <p>Work and play cooperatively and take turns with others.</p>	<p><b><u>ELG Building Relationships</u></b> Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>

## Physical Development

	Gross Motor Skills	<p>Has good coordination and balance when negotiating equipment and other people.</p> <p>Is able to tackle parts of the climbing frame eg low climbing.</p> <p>Uses trikes and scooters confidently.</p> <p>Uses brooms to brush and spades to dig</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses.</p> <p>Uses large construction to build.</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- Rolling</li> <li>- Crawling</li> <li>- Walking</li> <li>- Jumping</li> <li>- Running</li> <li>- Hopping</li> <li>- Skipping</li> <li>- Climbing</li> </ul>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Able to balance on and off equipment.</p> <p>Can jump safely from a piece of equipment.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop confidence, precision and accuracy when engaging in activities that involve a ball.</p> <p><b><u>ELG Gross Motor Skills</u></b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
	Fine Motor Skills	<p>Can use scissors to make snips and cut lines.</p> <p>Can copy some recognisable letter shapes from name.</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.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons.</p> <p>Attempts to use a tripod grip with some consistency.</p> <p>Often chooses to draw, representing recognisable objects or shapes in work.</p> <p>Use scissors to cut along curved lines, holding scissors in the correct position.</p> <p>Is able to mould and shape clay with fingers and tools.</p>	<p>Develop the foundations of a hand writing style which is fast, accurate and efficient.</p> <p>Holds a pencil in a tripod grip.</p> <p>Uses scissors to cut around more complex shapes, e.g. split pin characters.</p> <p>Has developed dexterity for threading small items and manipulating small objects.</p>	<p><b><u>ELG Fine Motor Skills</u></b></p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>

	Health and Self Care		<p>Make healthy choices about food, drink, activity and tooth brushing.</p> <p>Be increasingly independent in meeting their own care needs. E.g. Brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>Further develop the skills they needs to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>- Lining up and queuing</li> <li>- Mealtimes</li> <li>- Personal; hygiene</li> </ul>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>- Regular physical activity</li> <li>- Healthy heating</li> <li>- Tooth brushing</li> <li>- Sensible amounts of 'screen time'</li> <li>- Having a good sleep routine - Being a safe pedestrian</li> </ul> <p><b><u>No ELG relating to Health and Self-Care</u></b></p>
Literacy	Word Reading	<p>Can discriminate between sounds.</p> <p>Can keep a simple rhythm and match rhyming words.</p> <p>Can say the initial sound in words.</p> <p>Can orally blend some simple CVC words.</p>	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> <li>• Spot rhymes in familiar stories and poems.</li> <li>• Count or clap syllables in a word.</li> <li>• Recognise words with the same initial sound.</li> </ul> <p>Begin to read individual letters by saying the sounds for them.</p> <p>Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Begin to read CVC words containing known letter-sound correspondences.</p> <p>Can match taught graphemes and phonemes.</p> <p>Can blend and read CVC words containing taught sounds.</p> <p>Can read taught tricky words.</p>	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> <li>• Able to complete a rhyming string.</li> <li>• Begin to sound buttons to identify how many sounds are in a word.</li> <li>• Can supply words with the same initial sound for phase 2 single sounds.</li> </ul> <p>Recognise all taught sounds, including some digraphs.</p> <p>Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words.</p>	<p><b><u>ELG Reading</u></b></p> <p>Say a sound for each letter in the alphabet and at least 10 diagraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

	Comprehension	<p>Enjoys listening to stories and retell a simple story using story vocabulary using visual cues eg talking through a familiar book.</p> <p>Joins in with familiar rhymes and songs.</p>	<p>Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p>Is able to talk about the main events in the story and predict what might happen.</p> <p>Can retell a story using role play or small world resources, using some story language.</p> <p>Has a love of stories and listens attentively to story time.</p> <p>Asks questions about stories.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Repeat new vocabulary in a context of a story.</p>	<p>Answer questions about a text that has been read to them.</p> <p>Begin to predict what might happen next in a story.</p> <p>Begin to use modelled vocabulary during role play for example in the Small World.</p> <p>Seeks familiar texts or stories to re-read in the book area.</p> <p>Requests favourite stories and poems for example during Vote for a story.</p> <p>Retell or make up own stories using vocabulary that has been learnt.</p> <p>Identifies non-fiction texts, remembering facts.</p>	<p>Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</p> <p><b><u>ELG Comprehension</u></b> 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 discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
	Writing	<p>Can say the initial sound in a word.</p> <p>Uses some recognisable letter shapes when writing own name.</p> <p>Can orally segment some simple CVC words.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Writes cvc words using the sounds taught.</p> <p>Says a simple sentence for writing (oral and count words).</p> <p>Writes some lower case letters correctly.</p> <p>Uses some upper case letters e.g. for own name, Mum and Dad.</p> <p>Beginning to write own name.</p> <p><b><u>Physical Development</u></b> Use a range of small tools competently and confidently.</p> <p>Suggested tools: pencils, paint brushes, scissors and knives.</p>	<p>Form lowercase letters and capital letters correctly.</p> <p>Is starting to write short sentences with words with known sound- letter correspondences, using a capital letter and a full stop.</p> <p>Begin to use capital letters, finger spaces and full stops in independent writing.</p> <p>Read sentences back to an adult. Writes CVC words and labels using taught sounds.</p> <p>Spells some high frequency tricky words.</p> <p><b><u>Physical Development</u></b> Develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to use tripod grip.</p>	<p>Use a capital letter at the beginning of a sentence and a full stop at the end. Use finger spaces most of the time.</p> <p>Is able to write their first name and starting to write their surname independently.</p> <p><b><u>ELG Writing</u></b> 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><b><u>ELG Fine Motor</u></b> Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases.</p>

Numeracy	Numbers	<p>Have a good understanding of numbers to 5 and knows the amount stays the same however objects are arranged.</p> <p>Rote counts to 10 and subitise to 3</p>	<p>Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.</p> <p>Estimate and guess how many there might be before counting.</p> <p>Joins in and sings counting songs and number rhymes.</p> <p>Listen to and enjoy stories that involve counting.</p> <p>Can subitise to 5 and is beginning to talk about the different ways that amounts of 5 can be made.</p>	<p>Look at small quantities in familiar patterns - for example a dice - and random arrangements, saying how many they can see.</p> <p>Use 5 frames and 10 frames to become familiar with the tens structure of the number system.</p> <p>Talk about how many spaces are filled or unfilled.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Confidently talks about the different ways that numbers can be made to 5 and is now applying this knowledge to numbers to 10.</p> <p>Links subtraction facts to composition of numbers to 5. Recalls some double facts to 10.</p>	<p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0-5/0-10.</p> <p><b><u>ELG Number</u></b></p> <p>Have a deep understanding of number 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall - without reference to rhymes, counting or other aids - number bonds up to 5.</p> <p>Recall some number bonds to 10, including doubling facts.</p>
	Numerical Patterns	<p>Compares amount using the language 'more'.</p> <p>Reads numerals to 5 and matches to an amount</p> <p>Orders numbers to 5.</p>	<p>Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'.</p> <p>Become familiar with two digit numbers and start to notice patterns within them.</p> <p>Distribute items evenly from a group.</p> <p>Counts objects accurately to 10 using one to one correspondence and can identify when objects have the same, less than or more than.</p> <p>Recognises numbers to 10 and puts them in order.</p>	<p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Count beyond 10, noticing patterns within the structure of counting.</p> <p>Recognises patterns within number.</p>	<p><b><u>ELG Numerical Patterns</u></b></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 another 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>

	Shape	<p>Uses some everyday language to compare and talk about compare size and shape.</p> <p>Recognises a repeating pattern and is beginning to create own patterns and arrangements.</p>	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Uses some shape names appropriately and understands prepositional language.</p> <p>Creates a repeated pattern with colour and shape.</p>	<p>Compare length, weight and capacity.</p> <p>Continue, copy and create repeating patterns.</p> <p>Uses mathematical language to compare and talk about shape and size.</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p><b><u>No ELG relating to Shape and Space</u></b></p>
Understanding the World	Past and Present		<p>Comment on familiar situations in the past, and contrast characters from stories - including figures from the past and transport - e.g. why did Mary travel on a Donkey to Bethlehem - there were no cars, changes from then to now.</p> <p>Comment on images of familiar situations in the past.</p> <p>Explore a simple timeline from birth to now, what do babies need compared with what children need.</p> <p>Understands the difference between past and present and is building up knowledge of key historical events through topics, stories and community events, including Bonfire Night, Remembrance Day.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Talks about significant historical events and how things were different in the past.</p>	<p><b><u>ELG Past and Present</u></b></p> <p>Talk about the lives of the 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>



	People, culture and communities		<p>Knows about some celebrations and is able to talk about how they might be celebrated, including Christmas, Advent, Diwali.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Listens carefully to stories about different places and is beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries.</p>	<p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate different times in different ways.</p> <p>Explore Chinese New Year, Pancake Day, Valentines Day, Easter - - who celebrates, how and why ?</p> <p>Recognise some similarities and differences between life in this county and life in other countries.</p> <p>Has a wider understanding of the wider world and draws comparisons between own local environment/ community and other places.</p> <p>Looks at, and makes maps, of local environment.</p> <p>Describes a journey within the local environment.</p>	<p><b><u>ELG People, Culture and Communities</u></b></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 religious 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, nonfiction texts and (when appropriate) maps</p>
--	---------------------------------	--	--	--	--

	The Natural World		<p>Autumn nature walk using their senses, leaf rubbings.</p> <p>Describes some features of plants and animals and identifies when things are the same and different.</p> <p>Notices, observes and talks about seasonal changes.</p> <p>Draw information from a simple map. Explore the natural world around them.</p> <p>Signs of Autumn.</p>	<p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Winter nature walk, signs of spring.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Arctic animals and polar regions</p> <p>Has a good general knowledge about living things and the natural world and can describe features of different plants and animals recognising when they are the same and different.</p> <p>Understands and uses some language related to animals, e.g. camouflage, predator, nocturnal, diurnal.</p>	<p><b>ELG The Natural World</b></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>
Expressive Arts and Design	Creating with Materials		<p>Uses different textures in creations and will combine media.</p> <p>Cuts along curved lines with scissors and uses moulding tools with malleable materials.</p> <p>Uses a range of shapes and colours to represent observational 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>Makes some independent choices about the resources needed and talks about creations.</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Uses different techniques and materials to achieve the desired effect and can talk about what has been created.</p> <p>Mixes colours to produce different shades and combines materials to create different textures.</p> <p>Is beginning to plan a design before starting.</p> <p>Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.</p>	<p><b>ELG Creating with Materials</b></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>

	Being imaginative and expressive		<p>Plays alongside others to develop storylines in role play or small world.</p> <p>Sings familiar songs.</p> <p>Rehearses for, and performs in, the nativity play.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Develop storylines in their pretend play.</p> <p>Plays a range of percussion instruments.</p> <p>Uses instruments to compose own music.</p> <p>Along with others, collects resources to develop own role play storylines.</p>	<p><b><u>ELG Being Imaginative and Expressive</u></b></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>
--	----------------------------------	--	---	---	---