



**LITTLE BOWDEN
PRIMARY SCHOOL**

'Working together to love learning'

**THE EYFS CURRICULUM:
A PROGRESSION**

COMMUNICATION AND LANGUAGE: Progress through Reception
Listening, attention and understanding

Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint
<p>Children can:</p> <ul style="list-style-type: none"> *Use intonation and rhyme when joining in with familiar stories. *Listen to and recall longer stories. *Recall events in chronological order i.e. school day, a special event. 	<p><u>Children should be working at a level which sees them:</u></p> <ul style="list-style-type: none"> *Understanding why listening is important. *Sit for a short period of up to 5-10 minutes as appropriate. *Listen to and repeat a range of simple sound/rhythm patterns. *Successfully join in a story with a repeated refrain. * Listening to and following an instruction. *Following instructions provided they are not over-engaged in their own choice of activity. *Listen to and carry out a series of up to three instructions. *Being able to verbalise the set of instructions back to an adult to show understanding. *Listening to stories with increased attention and recall. *Asking and responding to ‘why’ questions. *Showing interest in the lives of other people or events. *Listening to one another in one- 	<p><u>Children should be working at a level which sees them:</u></p> <ul style="list-style-type: none"> *Knowing that they need to be quiet and concentrate when listening. *Maintaining attention, concentrating and sitting quietly during appropriate activities; *Listening to a whole story from beginning to end; *Responding to instructions involving a two-part sequence; *Listening and responding to ideas expressed by others in conversation and discussion; *Remembering key points from a story without needing prompts; Spotting and using a rhyming word in a text, song or story *Showing specific interest in a non-fiction book linked to a topic or theme. 	<p><u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> *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; *Make comments about what they have heard and ask questions to clarify their understanding; *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

	to-one or small groups. *Showing interest in non-fiction books.		
--	--	--	--

COMMUNICATION AND LANGUAGE: Progress beyond Reception
 Listening, attention and understanding

Early learning goal	End of Year 1 expectation
<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>*Listen carefully to the things other people have to say in a group;</p> <p>*Ask appropriate and relevant questions as a result of listening carefully;</p> <p>*Show understanding by asking an appropriate question after listening;</p> <p>*Able to work with a small group to discuss what has been presented to them.</p>

COMMUNICATION AND LANGUAGE: Progress through Reception
Speaking

Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint
<p>Children can: *Explain what has happened. *Explain what might happen next.</p>	<p><u>Children should be working at a level which sees them:</u> *More confidently participating in small group and whole class discussions, most being able to take turns when contributing to a simple circle discussion, responding when asked or indicated by an adult. *Being able to have a 1:1 conversation face to face at an appropriate speed and volume. *Expanding their vocabulary to include new words related to topic or theme. *Continuing to use new vocabulary when the topic or theme has ended. *Asking questions to understanding. *Retelling a simple past event in the correct order; *Using talk to connect ideas, explaining what has happened and anticipating what might happen next, recalling and reliving past experiences; *Using talk in pretending that</p>	<p><u>Children should be working at a level which sees them:</u> *Using new vocabulary in different contexts *Asking questions to learn more about an event or a task. *Using complete sentences more regularly. *Using language to imagine and recreate roles and experiencing in play situations; *Linking statements and sticking to a main theme or intention; *Being mostly able to use the correct grammatical language when speaking in the past and present tense and most will be able to maintain consistency with tense, with some support. *Being able to sequence pictures and events into a simple time sequence. *Being able to explain an idea/concept/activity that they have done in the</p>	<p><u>Children at the expected level of development will:</u> *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; *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>objects stand for something else in play, e.g. this ruler is my sword.</p>	<p>immediate or more distant past in a sequence of grammatically correct (or mostly correct) sentences</p> <p>*Being able to link two or more simple sentences with a small range of conjunctions, such as 'and' 'then' 'next' etc.</p> <p>*Being able to listen to, understand and answer simple 'how' and 'why' questions. They will be learning to answer in full grammatically correct sentences, often starting with 'because...'</p> <p>*Using talk to organise, sequence and clarify thinking, feelings and ideas.</p>	
--	---	---	--

COMMUNICATION AND LANGUAGE: Progress beyond Reception
Speaking

Early learning goal	End of Year 1 expectation
<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>*Speak clearly and confidently in front of people in class;^{[1][1]}_[SEP]</p> <p>*Re-tell a well-known story and remember the main characters;</p> <p>*Hold attention when playing and learning with others;</p> <p>*Keep to the main topic when talking in a group;^[1]_[SEP]</p> <p>*Ask questions in order to get more information;^[1]_[SEP]</p> <p>*Start a conversation with an adult they know well or with friends;</p> <p>*Listen carefully to the things other people have to say in a group;</p> <p>*Join in with conversations in a group;^{[1][1]}_[SEP]</p> <p>*Join in with role play.</p>

PHYSICAL DEVELOPMENT: Progress through Reception
Gross motor skills

Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint
<p>Children can: Jump, hop, skip and negotiate space. *Stop, go and line up on a signal. *Throw using underarm. *Balance walking on a beam.</p>	<p><u>Children should be working at a level which sees them:</u></p> <ul style="list-style-type: none"> *Stop and start on the agreed verbal/sound command; *Find a space independently and put themselves in it; *Move around a given space safely without colliding into others; *Learn to adjust speed on instruction; *Knowing that it is good to be active and sometimes getting out of breath; 	<p><u>Children should be working at a level which sees them:</u></p> <ul style="list-style-type: none"> • Starting to experiment with different types of movements; *Recognizing how they can refine a range of physical actions, such as rolling, running, skipping, etc. *Jumping off objects safely and carefully; *Negotiating space carefully; *Change direction on command when moving at an increasing range of travelling speeds; *Travelling with confidence and skill when moving around, under, over and through various equipment; *Showing increasing control when pushing, throwing, catching and kicking a large ball. 	<p><u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

PHYSICAL DEVELOPMENT: Progress beyond Reception
Gross motor skills

Early learning goal	End of Year 1 expectation
<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>	<p>*Make body curled, tense, stretched and relaxed; body when travelling and balancing; sequences and repeat them; travel and balance in different ways; underarm; kick in different ways; moves; dance;</p> <p>*Control *Copy *Roll, curl, *Throw *Throw and *Perform own dance *Copy or make up a short *Move safely in a space.</p>

PHYSICAL DEVELOPMENT: Progress through Reception
Fine motor skills

Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint
<p>Children can:</p> <ul style="list-style-type: none"> *Mark make using a static tripod grip. *Join dough by pinching. *Weave using paper. *Cut different textures and some curved lines. 	<p><u>Children should be working at a level which sees them:</u></p> <p>Drawing lines and circles using gross motor movements; <small>[L] [SEP]</small></p> <ul style="list-style-type: none"> *Understand how to access key equipment that they need, how to get it out and equally important how to put it away safely and tidily *Holding pencils between thumb and two fingers instead of whole hand; <small>[L] [SEP]</small> *Beginning to hold pencil correctly and comfortably and use it to make controlled lines and shapes, starting letter formation; <small>[L] [SEP]</small> *Using a range of tools and implements for manipulating malleable material safely and effectively 	<p><u>Children should be working at a level which sees them:</u></p> <ul style="list-style-type: none"> *Dressing themselves for outdoor learning and role play with very little, if any support, able to fasten and secure clothes independently; *Self-selecting the appropriate materials for the job; *Using cutting, joining and mark making equipment with increased confidence. *Handling tools, objects, construction and malleable materials safely and with increasing control; *Beginning to form recognisable letters; *Using a pencil and holding it effectively 	<p><u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> *Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; *Use a range of small tools, including scissors, paint brushes and cutlery; *Begin to show accuracy and care when drawing.

PHYSICAL DEVELOPMENT: Progress beyond Reception
Fine motor skills

Early learning goal	End of Year 1 expectation
<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, paint brushes and cutlery;</p> <p>*Begin to show accuracy and care when drawing.</p>	<p>*Sit correctly at a table, holding a pencil comfortably and correctly;</p> <p>*Form the digits 0-9 correctly;</p> <p>*Form lower case letters in the correct direction, starting and finishing in the right place;</p> <p>*Form capital letters.</p>

PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT: Progress through Reception
Self-regulation

Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint
<p>Children can: *Understand how they will feel if they win or lose. *Have another try at a task, if it has not worked, showing resilience.</p>	<p><u>Children should be working at a level which sees them:</u> *Plan a self-directed activity in simplest terms, do it and then feedback a broad outline of what they have done; *Access the equipment that they need and put it away again after they have finished; *Understand that it is OK to ask for help and to be able to initiate this process; *Be willing to help another child who asks you for help; *Be ready to take on some simple classroom responsibilities and all children should know that this is a positive thing and will result in praise and a feeling of positive self-worth; *Can follow a simple set of instructions.</p>	<p><u>Children should be working at a level which sees them:</u> *Saying why they like some activities more than others; *Choosing the resources they need for a given activity; *Saying when they do and do not need help; *Use more sophisticated and complex sentences when planning or reviewing their self-directed learning; *Show evidence that they understand the impact of both positive and negative behaviour on others around them; *Unpick key aspects of their own performance or characteristics that they think are positive.</p>	<p><u>Children at the expected level of development will:</u> *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>

PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT: Progress beyond Reception
Self-regulation

Early learning goal	End of Year 1 expectation
<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>	<p>*Know about different feelings that humans can experience and recognise and name these feelings; ^[1]_[SEP]</p> <p>*Know how feelings can affect people's bodies and how they behave and to recognise how others may be feeling; ^[1]_[SEP]</p> <p>*Know that not everyone feels the same at the same time, or feels the same about the same things. ^[1]_[SEP]</p>

PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT: Progress through Reception

Managing self

Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<p>Children can:</p> <ul style="list-style-type: none"> *Identify 'who' they will play with. *Begin to offer solutions to conflicts. 	<p><u>Children should be working at a level which sees them:</u></p> <ul style="list-style-type: none"> *Understand and begin to work within the framework of our classroom/school rules; *Selecting and using activities and resources, with help; *Show a greater understanding of the need to take turns and share attention; *Begin to recognise and then verbalise their feelings when conflict arises, so they can be supported to find a resolution; *Show an increased understanding of what is right or wrong within the class setting; *Use the toilet independently; *Wash their hands independently and understand when this is needed; *Understand why keeping hands clean is healthy. 	<p><u>Children should be working at a level which sees them:</u></p> <ul style="list-style-type: none"> *Waiting for longer periods to speak or take turns, listening to the thoughts and ideas of others, as well as contributing their own; Being able to participate in conflict resolution, some children taking some (supported) responsibility for how it can be resolved; *Beginning to develop an understanding that some foods are good for your body and help you grow fit and strong and these are available in the classroom. Conversely, some foods are 'treats' and you can eat them, but less often. Understand that some foods are healthy and eating too much of some other foods is not so good for us; Children need to understand how to make decisions about food choices and to know the impact of those choices on bodies and health. 	<p><u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> *Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; *Explain the reasons for rules, know right from wrong and try to behave accordingly; *Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT: Progress beyond Reception

Managing self

Early learning goal	End of Year 1 expectation
<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>*Be able to say what makes them special and unique;</p> <p>*Know what they are good at, what they like and dislike.</p>

PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT: Progress through Reception
 Building relationships

Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<p>Children can: *Identify and show kind gestures towards peers. *Understand that we are all different and may have different beliefs.</p>	<p><u>Children should be working at a level which sees them:</u> *Understand when they should say “please” and “thank you” and use them correctly when supported and are beginning to show evidence of using them to other children when working independently; *Beginning to form wider relationships with adults and older children beyond the classroom: *Inviting other children to join their play; *Accepting that people have differences and needs which should be respected.</p>	<p><u>Children should be working at a level which sees them:</u> *Extending their use of courtesy and manners and embedding them as part of their everyday activity around school; *Able to verbalise aspects and characteristics that they admire in their peers; Understanding that how they treat other children is a choice and they can choose to treat others with respect; Spotting when children need to be included in play.</p>	<p><u>Children at the expected level of development will:</u> *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.</p>

PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT: Progress beyond Reception

Building relationships

Early learning goal	End of Year 1 expectation
<p>*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>	<p>*Know about the roles of different people in our lives; *Know about the people who love and care for them; *Know about different types of families that may be different from their own;</p> <p>*Know how to make friends and what makes a good friendship; *Be able to recognize when they or someone else feels lonely and what to do.</p>

LITERACY: Progress through Reception
Word Reading

Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<p>Children can:</p> <ul style="list-style-type: none"> *Identify some initial sounds. *Identify something with the same initial sound. *Hear and identify number of sounds in words. 	<p><u>Children should be working at a level which sees them:</u></p> <ul style="list-style-type: none"> *Understanding that print carries meaning, words are made up of letters and words are grouped together in sentences. *Following text with their fingers as they 'read.' *Joining in with rhymes and stories. *Joining in with the rhythm of well-known rhymes and songs. *Recognising their own name. *Identifying sounds in words, in particular, initial sounds. L SEP *Segmenting and blending simple words demonstrating knowledge of sounds (with support). *Linking sounds to letters in the alphabet. *Please also refer to the RWInc assessments for placing into phonic groups. 	<p><u>Children should be working at a level which sees them:</u></p> <ul style="list-style-type: none"> *Reading individual letters by saying the sounds for them. *Reading simple words and simple sentences. *Identifying rhymes. *Blending sounds into words, so that they can read short words made up of known letter-sound correspondences. *Reading some letter groups that each represent one sound and say sounds for them. *Reading a few common exception words (red words) matched to the school's phonic programme. *Reading simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (red words). Please also refer to the RWInc assessments for placing into phonic groups. 	<p><u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> *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.

LITERACY: Progress beyond Reception
Word Reading

Early learning goal	End of Year 1 expectation
<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 their phonic knowledge, including some common exception words.</p>	<p>Hear and recognise all 40+ phonemes;</p> <p>Match all 40+ graphemes to their phonemes;</p> <p>Identify all 40+ graphemes in reading;</p> <p>Know that words can have omitted letters and that an apostrophe represents the omitted letters;</p> <p>Find contractions in reading; Read words with contractions;</p> <p>Read compound words, for example, football, playground, farmyard, bedroom.</p>

LITERACY: Progress through Reception
Comprehension

Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<p>Children can:</p> <p>*Work with a partner to answer a question about a text and give a reason for choices.</p>	<p><u>Children should be working at a level which sees them:</u></p> <p>*Handling books with care.</p> <p>*Holding a book, turn the pages and indicating an understanding of pictures and print and their orientation and direction.</p> <p>*Listening to and responding to stories with increasing interest and recall.</p> <p>*Beginning to describe and retell what they have heard both in their own words, as well as repeating learned vocabulary from the story i.e. repeated refrain, names, places etc.</p> <p>*Telling a story to friends.</p>	<p><u>Children should be working at a level which sees them:</u></p> <p>*Understanding that books and reading are enjoyable and have value.</p> <p>*Talking about events and characters in books.</p> <p>*Recalling significant aspects and events of stories in order.</p> <p>*Listening and predicting ahead in stories of increasing complexity and length.</p> <p>*Making informed suggestions about what might happen next in a story.</p> <p>*Reading simple words and simple sentences;</p> <p>*Talking about their favourite book;</p> <p>*Using vocabulary and events from stories and rhymes in their self-directed learning and play;</p> <p>*Re-reading books to build up their confidence, their fluency and their understanding and enjoyment in word reading.</p>	<p><u>Children at the expected level of development will:</u></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 discussions about stories, non-fiction, rhymes and poems and during role-play.</p>

LITERACY: Progress beyond Reception
Comprehension

Early learning goal	End of Year 1 expectation
<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 discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>*Discuss the meaning of unfamiliar words with others;</p> <p>*Know that stories can have similar patterns of events;</p> <p>*Make links to other stories;</p> <p>*Make links with characters in other stories;</p> <p>*Answer retrieval questions about a book;</p> <p>*Use information from the story to support opinion;</p> <p>*Understand that a writer can leave gaps for the reader to fill;</p> <p>*Answer questions which fill the gaps in a story. (Inference)</p>

LITERACY: Progress through Reception
Writing

Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<p>Children can: *Hold a pencil with a developmentally appropriate grip. *Write the first letter of their name correctly.</p>	<p><u>Children should be working at a level which sees them:</u> *At their own developmental level, children can record their own ideas, thoughts and feelings by making marks. *Understanding that the print that they make carries meaning. *In their own way, making sure their name is represented on all pieces of work. *Beginning to form lower- case and capital letters (for their own name) correctly; *Being more confident in writing identifiable shapes and letters; *Segmenting and blending the sounds in simple words and naming sounds; *Spelling words by identifying the sounds and then writing the sound with letter/s;</p>	<p><u>Children should be working at a level which sees them:</u> *Recognisably writing their names on all pieces of work. *Writing notes, captions and labels independently when working on self-directed activities. *Using their phonic knowledge to write words in ways which match their spoken sounds; *Writing some 'red' (common exception) words to support simple sentence building. *Beginning to write simple sentences which can be read by themselves and sometimes by others; *Beginning to spell small, familiar words correctly and making phonetically plausible attempts at more complex words;</p>	<p><u>Children at the expected level of development will:</u> *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>

LITERACY: Progress beyond Reception

Writing

Early learning goal	End of Year 1 expectation
<p>*Write recognisable letters, most of which are correctly formed;</p> <p>*Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>*Write simple phrases and sentences that can be read by others.</p>	<p>*Sequence sentences to form short narratives;</p> <p>*Sequence sentences in chronological order to recount an event/ experience;</p> <p>*May attempt to use a range of conjunctions;</p> <p>*Make sure that word choices are relevant to the context and use word banks to support this;</p> <p>*Begin to use adjectives to add detail to sentences;</p> <p>*Use capital letters for the names of people, places and days of the week.</p>

MATHEMATICS: Progress through Reception
Number and numerical pattern

Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<p>Number – children can: *Count with 1:1 correspondence to 5 *Match numerals to amounts to 5</p> <p>Numerical Patterns – children can: *Identify patterns and continue a simple repeated pattern.</p>	<p><u>Children should be working at a level which sees them:</u></p> <p>*Beginning to familiarise themselves with the tens structure of the number system;</p> <p>*Counting up to three or four objects by saying one number name for each item;</p> <p>*Counting objects to 10 and beginning to count beyond 10;</p> <p>*Counting out up to six objects from a larger group;</p> <p>*Selecting the correct numeral to represent 1 to 5, then 1 to 10 objects;</p> <p>*Recognising some numerals of personal significance;</p> <p>*Linking the number symbol (numeral) with its cardinal value.</p>	<p><u>Children should be working at a level which sees them:</u></p> <p>*Show a number of fingers together without counting;</p> <p>*Beginning to use ‘teens’ to count beyond 10;</p> <p>*Counting an irregular arrangement of up to ten objects;</p> <p>*Finding one more or one fewer from a group of up to five objects, then ten objects;</p> <p>*Estimating how many objects they can see and checking by counting them;</p> <p>*Using the language of ‘more’ and ‘fewer’ to compare two sets of objects;</p> <p>*Understanding 5, 6, 7 etc and all manipulations of the number;</p> <p>*Finding the total number of items in two groups by counting all of them;^[L]_[SEP]</p> <p>*Beginning to use the vocabulary involved in adding and subtracting</p>	<p><u>Children at the expected level of development will:</u></p> <p><u>Number:</u></p> <p>*Have a deep understanding of number to 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 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><u>Numerical patterns:</u></p> <p>*Verbally count beyond 20, recognising the pattern of the counting system;^[L]_[SEP]</p> <p>*Compare quantities up to 10 in</p>

		<p>including counting on and back;</p> <p>*Understand addition up to 5 using all combinations. Then 6, 7, 8, 9, 10;</p> <p>*Automatically recall number bonds for numbers 0 to 10..</p>	<p>different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; <small>[L] [SEP]</small></p> <p>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <small>[L] [SEP]</small></p>
--	--	---	--

MATHEMATICS: Progress beyond Reception
 Number and numerical patterns

Early learning goal	End of Year 1 expectation
<p><u>ELG: Number:</u></p> <p>*Have a deep understanding of number to 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 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><u>ELG: Numerical patterns:</u></p> <p>*Verbally count beyond 20, recognising the pattern of the counting system; <small>[L] [SEP]</small></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; <small>[L] [SEP]</small></p> <p>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <small>[L] [SEP]</small></p>	<p>*Count to and across 100, forward and backward, beginning with 0 or 1, or from any given number; <small>[L] [SEP]</small></p> <p>*Count in multiples of 2s, 5s and 10s; <small>[L] [SEP]</small></p> <p>*Read and write numbers to 100 in numerals; <small>[L] [SEP]</small></p> <p>*Given a number, identify 1 more or 1 less; <small>[L] [SEP]</small></p> <p>*Read and write numbers from 1 to 20 in numerals and words; <small>[L] [SEP]</small></p> <p>*Read, write and interpret mathematical statements involving + - = signs; <small>[L] [SEP]</small></p> <p>*Represent and use number bonds and related subtraction facts within 20; <small>[L] [SEP]</small></p> <p>*Add and subtract 1-digit and 2-digit numbers to 20, including zero.</p>

MATHEMATICS: Progress through Reception
 Shape, space and measures (not in expectations)

Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<p>Children can: *Confidently name basic shapes by their properties.</p>	<p><u>Children should be working at a level which sees them:</u></p> <p>*Talking about the routine of the day and using language like, before and after; ^[L]_[SEP]</p> <p>*Using comparative language such as, 'taller', 'shorter' and 'the same'; ^[L]_[SEP]</p> <p>*Being more confident in identifying shapes in the environment; ^[L]_[SEP]</p> <p>*Recognising particular shapes that may be useful for certain tasks; ^[L]_[SEP]</p> <p>*Making more meaningful pictures, patterns and arrangements with shapes.</p>	<p><u>Children should be working at a level which sees them:</u></p> <p>*Beginning to experiment with length, height and capacity;</p> <p>*Beginning to compare length, weight and capacity;</p> <p>*Identifying money and using money in play;</p> <p>*Recalling the names of some 2D and 3D shapes;</p> <p>*Ordering and sorting according to simple properties;</p> <p>*Using the language of direction when programming toys.</p>	<p><u>Note there is no early learning goal for this section</u></p> <p><u>Children at the expected level of development will:</u> _____ *Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities;</p> <p>*Create and describe patterns;</p> <p>*Explore characteristics of everyday objects and shapes and use mathematical language to describe them;</p> <p>*Use money with increasing confidence.</p>

MATHEMATICS: Progress beyond Reception
 Shape, space and measures

Expectations	End of Year 1 expectation
<p>*Note there is no early learning goal for this section*</p> <p>*Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities;</p> <p>*Create and describe patterns</p> <p>*Explore characteristics of everyday objects and shapes and use mathematical language to describe them;</p> <p>*Use money with increasing confidence</p>	<p>*Recognise and name common 2D shapes, including circles and triangles;</p> <p>*Identify and describe common 2D shapes, including: rectangles (including squares) circles, triangles;</p> <p>*Describe position, direction and movement, including half, quarter and three-quarter turns;</p> <p>*Recognise and name common 3D shapes, including: cuboids (including cubes), pyramids, spheres.</p>

UNDERSTANDING THE WORLD: Progress through Reception
Past and Present

Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<p>Children can:</p> <ul style="list-style-type: none"> *Correctly use the terms old and new when sorting items. *Identify similarities and differences between their own family and others. 	<p><u>Children should be working at a level which sees them:</u></p> <ul style="list-style-type: none"> *Knowing members of their immediate family and being able to talk about their roles i.e. Granny etc *Talking about their own lives in the correct tense – past and present *Beginning to be familiar with words and phrases associated with long ago, such as ‘in the past’ or ‘a long time ago’ *Remembering and talking about significant events in their own experiences e.g. birthday *Sequence a simple set of events from their own life in order *Knowing and understanding that their grandparents are older than their parents *Beginning to understand that some familiar stories were set in a time before they were born. 	<p><u>Children should be working at a level which sees them:</u></p> <ul style="list-style-type: none"> *Know that people play key roles in the community and they can describe what they do and why; *Recall events from a story and put into the correct sequence; *Know things happened before they were born and create a simple chronology; *Understand the language of the passage of time – past, present and future – in events linked to their own lives and experiences; *Recognising and describing special times or events for family or friends e.g. Diwali, Christmas, christening; *Understanding that people celebrated events like Diwali and Christmas before they were born. 	<p><u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> *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.

UNDERSTANDING THE WORLD: Progress beyond Reception
Past and present

Early learning goal	End of Year 1 expectation
<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>	<p>*Know that the toys their grandparents played with were different to their own;^[L]_[SEP]</p> <p>*Know that toys people from the past played with are different to their own.;</p> <p>*Organise a number of artefacts by age;^[L]_[SEP]</p> <p>Know what a number of older objects were used for;</p> <p>*Know the main differences between their school days and that of their grandparents;</p> <p>Name a famous UK person from the past and explain why they are famous;^[L]_[SEP]</p> <p>*Remember parts of stories and memories about the past;^[L]_[SEP]</p> <p>*Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after;</p> <p>*Know the name of a famous person, or a famous place, close to where they live.</p>

UNDERSTANDING THE WORLD: Progress through Reception
People, culture and communities

Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<p>Children can:</p> <ul style="list-style-type: none"> *Understand that there are different countries in the world. *Identify a different country and state a similarity or difference between this and their own environment. 	<p><u>Children should be working at a level which sees them:</u></p> <ul style="list-style-type: none"> *Showing increased interest in the lives of people who are familiar to them; *Beginning to understand that not all people celebrate the same things as them – people celebrate for a variety of reasons; *Having a greater understanding about why certain events are being celebrated; *Knowing places are special to people for different reasons; *Talking about people that are helpful to them both from within their family and from outside their family *Able to describe, using simple vocabulary, a place that is special to them and why; *Using simple vocabulary to compare two pictures/objects and describe similarities and differences. 	<p><u>Children should be working at a level which sees them:</u></p> <ul style="list-style-type: none"> *Using vocabulary to describe different communities i.e village, town, city; *Describing key identified features of own school; *Drawing information from a simple map; *Recognising some similarities and differences between life in this country and life in other countries; *Recognising that people have different beliefs and celebrate special times in different ways; *Starting to show an interest in different occupations and ways of life; *Talking about members of their immediate family and community; *Naming and describing people who are familiar to them. 	<p><u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> *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, non-fiction texts and – when appropriate – maps.

UNDERSTANDING THE WORLD: Progress beyond Reception
People, culture and communities

Early learning goal	End of Year 1 expectation
<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, non-fiction texts and – when appropriate – maps.</p>	<p>*Know the names of the four countries that make up the UK; *Know the names of the three main seas that surround the UK; *Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland;</p> <p>*Know the name of the nearest town or city; *Know features of hot and cold places in the world; *Know which is the hottest and coldest season in the UK; *Know and recognise the main weather symbols;</p> <p>*Know the main differences between city, town and village; *Know where the equator, North Pole and South Pole are on a globe;</p> <p>*Know which is N, E, S and W on a compass;</p> <p>*Know their address, including postcode;</p> <p>*Know how to follow a simple road map;</p> <p>*Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>

UNDERSTANDING THE WORLD: Progress through Reception
The natural world

Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<p>Children can: *Identify the lifecycle of an animal. *Identify some features of animals i.e. horse has hooves.</p>	<p><u>Learning to be secure by the end of Autumn Term:</u> Children should be working at a level which sees them: *Understanding that some objects/things are alive and some have never been alive; Knowing differences between natural and man-made objects; *Knowing that there are different environments in the natural world and be able to describe them using simple vocabulary *Talking about some of the things they have observed such as plants, animals, natural and found objects; <small>[SEP]</small> * Developing an awareness of seasonal change.</p>	<p><u>Learning to be secure by the end of Spring Term:</u> Children should be working at a level which sees them: *Naming and describing the seasons; *Identifying hot and cold habitats; *Sorting animals into different types; *Matching baby animals to their mothers; *Describing what they see, hear and feel whilst outside.</p>	<p><u>Children at the expected level of development will:</u> *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>

UNDERSTANDING THR WORLD: Progress through Reception
The natural world

Early learning goal	End of Year 1 expectation
<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>*Know the name of parts of the human body that can be seen;</p> <p>*Know about the five senses and link them with parts of the body;</p> <p>*Know and name a variety of common wild and garden plants;</p> <p>*Know and classify animals by what they eat (carnivore, herbivore and omnivore);</p> <p>*Know how to sort by living and non-living things;^[1]_[SEP]</p> <p>*Know how to classify a range of animals by amphibian, reptile, mammal, fish and bird;</p> <p>*Know and name the petals, stem, leaves and roots of a plant;^[1]_[SEP]</p> <p>*Know and name the roots, trunk, branches and leaves of a tree.</p>

EXPRESSIVE ARTS and DESIGN: Progress through Reception
 Creating with materials

Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<p>Children can:</p> <ul style="list-style-type: none"> *Join creations using a variety of techniques. *Add detail to their pictures. *Create shades of a colour. 	<p><u>Children should be working at a level which sees them:</u></p> <ul style="list-style-type: none"> *Realising that tools can be used for a purpose *Using simple tools and techniques competently and appropriately *Use increasing knowledge and informed judgement to choose the best materials to complete their task e.g. selecting appropriate brush for a given purpose *Exploring what happens when they mix colours *Naming and mixing colour as needed, including different colours for skin to reflex the multiplex nature of society and community *Depict people and objects in their work with increasing sophistication *Experimenting with different textures *Holding and beginning to use scissors correctly and with increased confidence 	<p><u>Children should be working at a level which sees them:</u></p> <ul style="list-style-type: none"> *Safely using and exploring a variety of materials, tools and techniques *Experimenting with colour, design, texture, form and function *Selecting tools and using techniques needed to shape, assemble and join materials they are using *Understanding that different media can be combined to create new effects *Selecting tools and techniques needed to shape, assemble and join materials they are using. *Using increasingly sophisticated vocabulary to effectively describe properties and textures of materials and media *Responding and moving to a range of different types and tempos of music 	<p><u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> *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.

EXPRESSIVE ARTS and DESIGN: Progress beyond Reception
 Creating with materials

Early learning goal	End of Year 1 expectation
<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>*Know how to cut, roll and coil materials;</p> <p>*Know how to use IT to create a picture;</p> <p>*Select, cut, assemble, tear, stick and collage different materials;</p> <p>*Know how to show how people feel in paintings and drawings;</p> <p>*Know how to use pencils to create lines of different thickness in drawings;</p> <p>*Know how to create moods in art work;</p> <p>*Know the names of the primary and secondary colours;</p> <p>*Know how to create a repeating pattern in print;</p> <p>*Be able to create rubbings (from a print or textured surface);</p> <p>*Use a variety of tools (brush, sponges, fingers, hands, sticks, sponge rollers, spatulas).</p>

EXPRESSIVE ARTS and DESIGN: Progress through Reception
Being imaginative and expressive

Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of Summer Term Checkpoint
<p>Children can:</p> <ul style="list-style-type: none"> *Perform songs and shows to peers. *Change their singing voice to be fast or slow. *Share their opinion about a piece of music. 	<p><u>Children should be working at a level which sees them:</u></p> <ul style="list-style-type: none"> *Enjoying in with dancing and singing games *Singing a few familiar songs *Beginning to move rhythmically *Imitating movement in response to music *Tapping out simple repeated rhythms *Exploring and learning how sounds can be changed *Introducing and discussing narratives in their role play *Explaining stories to adults and children in the setting. 	<p><u>Children should be working at a level which sees them:</u></p> <ul style="list-style-type: none"> *Exploring and learning how sounds can be changed *Singing songs, making music and experimenting with ways of changing them *Beginning to build a repertoire of songs and dances *Exploring the different sounds of instruments *Initiating new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences 	<p><u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> *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.

EXPRESSIVE ARTS and DESIGN: Progress beyond Reception
Being imaginative and expressive

Early learning goal	End of Year 1 expectation
<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>Make different sounds with the voice;^{[L][SEP]}</p> <p>Recognise difference between singing voice and speaking voice;^{[L][SEP]}</p> <p>Explore chants and songs;^{[L][SEP]}</p> <p>Follow instructions about when to play and sing; Know</p> <p>what silence is/absence of sound;^{[L][SEP]} Explore the</p> <p>sounds of different instruments;^{[L][SEP]} Use instruments</p> <p>to perform and choose sounds to represent different things;^{[L][SEP]}</p> <p>Use body percussion and instruments to play to the pulse of a song or Understand when</p> <p>piece of music;^{[L][SEP]} to start and stop;^{[L][SEP]}</p> <p>to start and stop;^{[L][SEP]} Say whether they</p> <p>like or dislike a piece of music and explain why;^{[L][SEP]}</p> <p>Explore musical vocabulary to allow children to explain what they are Begin</p> <p>hearing;^{[L][SEP]} to introduce some musical terms such as- pitch – high or low, tempo –</p> <p>fast or slow; fast or slow; Appreciate music in</p> <p>different ways such as listening, moving to the music and playing</p> <p>along; Clap and repeat short</p> <p>rhythmic and melodic patterns;^{[L][SEP]} rhythmic and melodic patterns;^{[L][SEP]} Make a sequence of sounds</p> <p>and respond to different moods in music.</p>