



Early Years Foundation Stage Aims:

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- Quality and consistency in early years settings, so that every child makes good progress and no child gets left behind
- A secure foundation through planning for the learning and development of each individual child, assessing and reviewing what they have learnt regularly
- Partnership working between practitioners and with parents and/or carers
- Equality of opportunity and anti-discriminatory practice, ensuring every child is included and supported.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
PSED - These statements are split, but all can apply on an ongoing basis throughout the year.							
Self-Regulation	To recognise different emotions. To understand how people show emotions. To focus during short whole class activities. To follow one-step instructions.	To talk about how they are feeling; comfortable, uncomfortable. To consider how others are feeling and how their behaviour affects that. To change their behaviour to a range of situations.	To maintain their focus during longer whole class input sessions. To follow an instruction which involves more than one step.	To manage their feelings and emotions using a range of techniques. To continue to consider the needs and feelings of others.	To be able to control their emotions using a range of techniques.	To be able to maintain their focus during extended whole class teaching sessions and independent learning activities. To follow instructions of three steps or more.	- 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.



Reception Skills Development Progression

Managing Self	To independently be able to: - Use the toilet - Wash hands - Put coat on - Change shoes To explore the Reception environment.	To have confidence to try new activities. To develop ability to follow the rules of the classroom and understand the need for rules.	To begin to show resilience and perseverance when faced with a challenge. To follow the school and class rules. To independently manage to fasten a zipper on a coat and buttons	To develop independence when dressing and undressing. To identify and name healthy foods and understand the importance of healthy food choices <i>To understand how and when and why it is important to have good oral hygiene</i>	To show a good level of independence in their ability to manage their own basic needs. To independently put their uniform on including managing to fasten zips, buttons and buckles with minimal support.	To show resilience and perseverance in the face of challenge. To show a 'can do' attitude to change and transition.	- 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.
Building Relationships	To seek support from adults when needed. To gain confidence to speak to others in their class and to adults. To play with children who are playing with the same activity.	To identify adults who are 'safe adults', which they can speak to if they are feeling uncomfortable. To begin to develop friendships. To begin to develop positive relationships with Reception staff.	To begin to work as a group with support from adults. To take turns during group work and when playing games together.	To listen to the ideas of others. To find solutions to disagreements, with support from adults.	To develop relationships with other adults around the school – to support transition. To communicate with a range of people within school.	To listen to the ideas of others and show the ability to find solutions and compromise during teamwork activities or during play. To have developed strong friendships.	- 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.



Reception Skills Development Progression

Communication and Language							Early Learning Goal
Listening, Attention and Understanding	To understand how to listen carefully. To understand why listening is important. To be able to follow instructions/directions	To engage in story times, joining in with repeated phrases and actions. To begin to understand how and why questions. To respond to instructions with more than one step.	To ask questions to find out more. To begin to understand humour. To understand a range of complex sentence structures	To retell a story. To follow a story without pictures of props.	To understand questions such as who, what, where, when, why and how.	To have conversations with adults and peers with back and forth interactions.	- 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.
Speaking	To talk in front of a group. To talk to their teacher and other supporting adults. To learn new vocabulary linked to the project learning.	To answer questions in front of a whole class. To use new vocabulary throughout their learning and play.	To develop confidence to talk to other adults they know at school. To talk in sentences using a conjunction e.g. and or because.	To share their work with others. To use new vocabulary in a range of contexts. To engage in non-fiction books.	To link statements and stick to a main theme. To use talk to organise, sequence and clarify their thinking, ideas, feelings and events..	To talk to a range of adults around the school. To talk about why things happen. To talk in sentences using a range of tenses.	- 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.



Reception Skills Development Progression

Physical Development							Early Learning Goal
Gross Motor Skills	To move safely within a given space. To stop safely. To develop control when using basic equipment e.g. scissors.	To run, change direction and stop on a given signal. To jump, hop, balance and move in a variety of ways with increasing control.	To demonstrate control over their body when moving around the hall. To create short sequences using shapes, balances and travelling movements. To develop rocking and rolling. To safely explore apparatus, balancing, travelling and jumping safely; around, over and through	To move in time to a piece of music, following the rhythm and use counting to help keep in time. To copy and create actions in time to a piece of music. To communicate ideas through movement, demonstrating confidence and imagination.	To play by rules given and develop co-ordination. To learn to play as a team. To learn to play against an opponent. To follow instructions safely and carefully when playing team games.	To throw and catch with a partner. To roll and track a ball. To dribble a ball using hands and then feet. To develop accuracy when throwing to a target.	- 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.
Fine Motor Skills	To use a dominant hand. To mark make using shapes. To begin to use a tripod grip when using mark making tools. To thread large beads.	To hold cutlery to support independent eating To begin to use anticlockwise movements and retrace vertical lines. To hold scissors correctly and cut along a straight or zig zagged line. To use a tripod grip when mark making.	To handle scissors, pencil and glue effectively. To continue to use a tripod grip for mark making. To thread with small beads. To begin to write taught letters using correct letter formation.	To hold scissors, paint brushes and cutlery safely and correctly To write letters using the correct letter formation and control	To hold scissors and woodwork tools safely and correctly and cut out various materials. To paint using thinner brushes.	To form letters using the correct letter formation and control the size of the letter while using the tripod grip To create detail in drawings, using a range of tools accurately. To cut out shapes, materials and resources with skill and accuracy.	- 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.



Reception Skills Development Progression

Literacy (See also RWI, Reading and Writing skills progression documents)							Early Learning Goal
Comprehension	To use pictures to tell stories. To listen to stories read and engage in story time. To independently look at a book, holding it the correct way and turning pages carefully.	To sequence familiar stories. To join in with repeated phrases and actions in stories. To begin to answer questions about stories read to them. To enjoy an increasing range of books, which may include fiction, non fiction, poems and rhyme.	To role play and act out stories they have heard. To begin to understand the sequence of a story, identifying the beginning, middle and end.	To begin to predict what might happen next in a story. To suggest what might happen at the end of a story. To retell a story they have heard. To follow a story without pictures of props. To identify and talk about the characters in books they are enjoying listening to reading	To begin to answer questions about what they have read. To use vocabulary that is influenced by their experience of books.	To answer questions about what they have read. To know information can be retrieved from books. To use a book to find the answer to a given question.	- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate - where appropriate - key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Word Reading	To recognise their name. To identify the initial sound in words. To begin to orally blend sounds in short words e.g. cat, dog.	To begin to blend sounds to read words using taught sounds. To begin reading captions and sentences using taught sounds and red word To begin to read books matching their phonics ability	To read books matching their phonics ability To read captions and sentences using taught sounds and red words	To read books matching their phonics ability To read captions and sentences using taught sounds and red words	To read books matching their phonics ability To read captions and sentences using taught sounds and red words	Read books matching their phonics ability.	- 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.



Reception Skills Development Progression

Writing	To begin to write letter shapes which are familiar to them e.g. from their name. To write the initial sounds in words. To give meaning to the marks they make as they write.	To write their name. To use the correct letter formation of taught letters. To write words and labels using taught sounds.	To begin to write captions using taught sounds. To form lower case letters correctly, from the correct starting point. To begin to write sentences using finger spaces	To begin to form capital letters correctly. To understand that sentences start with a capital letter and end with a full stop. To spell words using taught sounds. To spell some taught red words correctly.	To form lower and capital letters correctly. To begin to write longer words which are spelt phonetically. To begin to use a capital letter at the start of a sentence. To begin to read their written work back and check for meaning.	To form lower and capital letters correctly. To write sentences using a capital letter, finger spaces and a full stop. To begin to write longer words which are spelt phonetically. To spell most taught red words correctly. To begin to read their written work back and check for meaning.	- 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.
Maths (See also NCETM for Maths progression for Reception)							Early Learning Goal
Number	To find 1, 2, 3 To subitise 1, 2, 3 To represent 1, 2, 3 To explore the composition of numbers 1, 2 and 3	To find 4 and 5 To subitise 4 and 5 To represent 4 and 5 To recognise 0 To explore the composition of numbers to 5	To find 6, 7, 8 To represent 6, 7, 8 To explore the composition of numbers to 8 To conceptual subitise numbers to 8	To find 9 and 10 To represent 9 and 10 To conceptual subitise numbers to 10 To explore the composition of numbers to 10 To make bonds to 10	To add more To say how many were added To take away To say how many were taken away	To deepen understanding of numbers to 10 To solve simple number problems To know the composition of numbers to 10 To know addition and subtraction facts of numbers to 10	- Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.



Reception Skills Development Progression

Numerical Patterns	To compare quantities To count to 5 To find one more and one less of numbers to 3	To find one more and one less of numbers to 5 To count to 10	To find one more and one less of numbers to 8 To make pairs- odds and evens To find and make doubles to 8	To compare numbers to 10 To find one more and one less of numbers to 10 To begin to count beyond 10 To find and make doubles to 10 To explore odd and even numbers	To build numbers to 20 To continue patterns to 20 To verbally count beyond 20 To explore sharing and grouping	To count to 30 and beginning to count higher (100). To know that 1, 3, 5, 7 and 9 are odd To know that 2, 4, 6, 8, 10 are even To double numbers up to 10 To find half of numbers up to 10 To share quantities equally To combine groups of 2s, 5s and 10s	- Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Shape, Space and Measure	To match and sort objects To explore sorting techniques To compare size, mass and capacity To explore simple patterns To copy, continue and create simple patterns	To identify, name and compare circles and triangles To find shapes in the environment To describe positions To identify shapes with 4 sides To combine shapes with 4 sides To talk about what happens in the day and what happens at night.	To explore and compare mass, capacity, length and height To find a balance To talk about time To order and sequence time	To name and recognise 3D shapes To find 2D shapes within 3D shapes To use 3D shapes for tasks To find 3D shapes in the environment To identify more complex patterns To copy and continue patterns To find patterns in the environment	To select shapes for a purpose To rotate shapes To manipulate shapes To explain shape arrangements To compose shapes To decompose shapes To copy a 2D shape picture To find 2D shapes within 3D shapes	To identify units of repeating patterns To create rules for patterns To replicate and build scenes and construction To visualise from different directions To give directions To explore mapping To create maps	<i>There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities within their play and learning to develop their spatial reasoning and awareness skills in shape, space and measure.</i> -Select, rotate and manipulate shapes to develop spatial reasoning skills. -Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.



Reception Skills Development Progression

Understanding the World							Early Learning Goal
Past and Present	To know about my own life-story To know how I have changed To talk about the lives of the people around us.	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.	To know about the past through settings, characters and events encountered in books read in class and storytelling	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.	To know about the past through settings, characters and events encountered in books read in class and storytelling	- 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.
People, Culture and Communities	To be able to talk about their own lives - my family, my school, my world. To recognise similarities and differences between themselves and their peers.	To identify different celebrations and how people celebrate. e.g. Christmas, Hanukkah To know that people in other countries may speak different languages.	Know that people around the world have different religions.	To understand that different countries celebrate different events e.g. Chinese New Year, Eid, Easter	To know about people who help us within the local community. Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community.	To know that simple symbols are used to identify features on a map. Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons and talk about what is the same and different.	- 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.
The Natural World	To explore and ask questions about the natural environment around them	Understand the terms 'same' and 'different'.	Talk about features of the environment they are in and learn about the different environments.	Make observations about animals discussing similarities and differences.	Make observations about plants discussing similarities and differences.	Know some important processes and changes in the natural world including states of matter.	- 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.



Expressive Arts and Design							Early Learning Goal
Creating with Materials	To experiment with different mark making tools such as art pencils, pastels, chalk. To draw and colour with pencils and crayons. To use colours for a particular purpose To create simple representations of people and objects. To explore different techniques for joining materials (glue stick, PVA)	To role play using given props and costumes To use different construction materials To use some cooking techniques (spreading, cutting)	To experiment with colouring mixing. To use colours for a particular purpose. To explore the work of different artists To be able to identify texture, shape and colour. To explore a range of materials. To continue to explore joining techniques for a range of materials (glue stick, PVA, masking tape, tape)	To use collage using materials and different textures To make props and costumes for different role play scenarios. To use some cooking techniques (spreading, cutting, threading, coring, mixing)	To use materials to explore sculpture. To design and make models with a purpose. To continue to explore the work by the artists To continue to explore joining techniques for a range of materials (glue stick, PVA, masking tape, tape, split pins, paper clips)	To share creations, talk about process and evaluate their work. To adapt work where necessary. To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours)	- 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.
Being Imaginative and Expressive	To sing and begin to perform nursery rhymes	To sing and perform in the class performance To join in and attend whole school singing assemblies	To learn and perform a poem, rhyme or song.	To experiment with different instruments and their sounds To begin to move in time to music	To learn dance routines To act out well known stories or narratives To experiment with tuned and untuned instruments	To listen to poems and create their own To create own compositions using tuned and untuned instruments	- 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.