



EYFS Curriculum Progression

The EYFS is made up of 7 areas of learning (3 prime and 4 specific):

Prime Areas

- Communication and language
- Physical development
- Personal, social and emotional development

Specific Areas

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Communication and Language for 3 – 4 years

I can...

- enjoy listening to longer stories and I can remember much of what happens
- use a wider range of vocabulary
- understand a question or instruction that has 2 parts
- understand 'why' questions
- sing a large repertoire of songs
- use longer sentences of 4 to 6 words
- express a point of view
- start a conversation with an adult or friend and be able to continue for many turns
- use talk to organise myself and my play

Communication and Language for the Reception year

I can...

- understand how to listen carefully and why listening is important
- Learn new vocabulary and use this throughout the day
- ask questions to find out more and to check I understand what has been said to me
- Articulate my thoughts and ideas in well-formed sentences
- connect ideas and actions using a range of connectives
- use talk to help work out problems and organise thinking
- use social phrases
- engage in story times
- listen to and talk about stories to build familiarity and understanding
- re-tell a story, once I have developed a deep familiarity with the text
- use new vocabulary in different contexts

Vocabulary:

Question, rhymes, answer, conversation, listen, talk, sentence, retell, ideas, thoughts, stories, instruction, attention, connectives such as *and, so*, social phrases i.e. *good morning, how are you?* Etc.

Early Learning Goals for Communication and Language

Listening, Attention and Understanding:

I can:

- Listen attentively and respond to what I have heard with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what I have heard and ask questions to clarify my understanding.
- Hold a conversation when engaged in back and forth conversations with my teacher and my peers.

Speaking:

I can:

- Participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary.
- Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express my ideas and feelings about my experiences using full sentences, including the past, present, and future tenses and making use of conjunctions with modelling from my teacher.

Personal, Social and Emotional Development for 3 - 4 years
I can...
select and use activities and resources with help when needed
develop a sense of responsibility and membership of a community
show more confidence in new social situations
play with peers, extending and elaborating ideas
help to find solutions to conflicts and rivalries
increasingly follow rules, understanding why they are important
Personal, Social and Emotional Development for the Reception year
I can...
see myself as a valuable individual
build constructive and respectful relationships
express my feelings and consider the feelings of others
show resilience and perseverance in the face of challenge
identify and moderate my own feelings emotionally and socially
think about the perspectives of others
manage my own needs
Vocabulary: Friends, play together, rules, feelings -happy, sad, cross, nervous, tired, angry, worried, independent, respect, try, difficult, thoughts, ideas, opinions

Early Learning Goals for Personal, Social and Emotional Development

Self-Regulation:

I can:

- Show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly.
- Set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate.
- Give focussed attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self:

I can:

- 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 can try to behave accordingly.
- Manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships:

I can:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to my own and others' needs.

Physical Development for the 3 - 4 years

I can...

continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills
go up steps and stairs, or climb apparatus using alternate feet
skip, hop, stand on one leg and hold a pose for a game like musical statues
use large muscle movements to wave flags and streamers, paint and make marks
start taking part in some group and team activities which I make up myself
increasingly use and remember sequences and patterns of movements which are related to music and rhythm
match developing physical skills to tasks and activities in the setting
choose the right resources to carry out my plans
collaborate with others to manage large items i.e. moving a large plank, carrying large hollow blocks
use one-handed tools and equipment i.e. making snips in paper with scissors
use a comfortable grip with good control when holding pens and pencils
start to eat independently and learn how to use a knife and fork
show a preference for a dominant hand
be increasingly independent as I get dressed and undressed i.e. putting coats on and doing up zips

Physical Development for the Reception year

I can...

revise and refine the movement skills already acquired i.e. rolling, crawling, walking, jumping, running, hopping, skipping and climbing
progress towards a more fluent style of moving with developing control and grace
develop the overall body strength, coordination, balance and agility needed to successfully engage in future P.E. sessions
develop small motor skills so a range of tools can be used competently, safely and confidently i.e. pencils for drawing and writing, paintbrushes, scissors, cutlery for eating
use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
combine different movements with ease and fluency
confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
develop overall body strength, balance and agility
further develop and refine a range of ball skills - throwing and catching, kicking, passing, batting and aiming
develop competence, confidence, precision and accuracy when engaging in activities that involve a ball
develop the foundations of a handwriting style that is fluent, accurate and efficient
talk about the different factors that support overall health and well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian
further develop the skills needed to manage the school day i.e. lining up and queuing, mealtimes and personal hygiene

Vocabulary:

Gross Motor skills: Walk, hop, crawl, travel, stop, start, balance, turn, direction, speed, control, space, exercise, health, obstacle, balance, throw, catch, aim, roll, control, coordination
Fine Motor skills: snip, cut, turn, grip, control, curved, tripod, straight, zig-zag, outline, shape, draw, write, letter, formation, posture
Health and Hygiene: toilet, clean, wash hands, toothbrush, toothpaste, healthy gums, sleep, exercise, healthy eating

Early Learning Goals for Physical Development

Gross Motor Skills:

I can:

- Negotiate space and obstacles safely and with consideration for myself and others.
- Demonstrate strength, balance and co-ordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills:

I can:

- 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy for the 3 – 4 years

I can ...

understand the 5 key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing

develop phonological awareness so I can spot or suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound

engage in extended conversations about stories, learning new vocabulary

use some of my print and letter knowledge in my early writing

Literacy the Reception year

I can...

read individual letters by saying the sounds for them

blend sounds into words, so I can read short words

read some letter groups that each represent 1 sound

read a few common exception words

read simple phrases and sentences made up of words with known letter sound correspondences and a few exception words

re-read books to build up my confidence in word reading, fluency and understanding and enjoyment

form lower case and capital letters correctly

spell words by identifying the sounds

write short sentences with known sound-letter correspondences using a capital letter

re-read what I have written to check that it makes sense

Vocabulary:

Stories, books, characters, blurb, print, words, sounds, phonics, phoneme, digraph, trigraph, sentence, question, opinion, fiction, non-fiction, cover, title, author, illustrator, events, beginning, middle, end

Print, write, form, name, word, curves, zig-zag, straight, grip, tripod, posture, clockwise, anti-clockwise, upper case, lower case, capital

Early Learning Goals for Literacy Development

Comprehension:

I can:

- Demonstrate understanding of what has been read by retelling stories and narratives using my own words and recently introduced vocabulary.
- Anticipate 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:

I can:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with my phonic knowledge, including some common exception words.

Writing:

I can:

- 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 for the 3 - 4 years

I can...

recognise a group of up to 3 objects, without having to count them individually (subitising)

recite numbers past 5

say one number for each item - 1,2,3,4,5

know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)

show 'finger numbers' up to 5

link numerals and amounts i.e. showing the right number of objects to match numerals up to 5

experiment with own symbols and marks as well as numerals

compare quantities using language 'more than', 'fewer than'

talk about and explore 2D shapes and 3D shapes using informal and mathematical language i.e. sides, corners, straight, round etc.

understand position words

describe a familiar route

explore size and make comparisons

select shapes appropriately

combine shapes to make new ones

extend and create ABAB patterns

notice and correct an error in a repeating pattern

talk about and identify patterns around us

describe a sequence of events using 'first' and 'then'

Mathematics the Reception year

I can...

count objects, actions and sounds

subitise

link the number symbol (numeral) with its cardinal value

count beyond 10

compare numbers

understand the '1 more than / 1 less than' relationship between consecutive numbers to 10

explore the composition of numbers to 10

automatically recall number bonds for numbers 0 to 10

select, rotate and manipulate shapes in order to develop spatial reasoning skills

compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can

continue, copy and create repeating patterns

compare length, weight and capacity

Vocabulary:

Count, number, numeral, more than, less than, total, altogether, same, equal, plus, take away, subtract, fewer, double, number bond, subitise, whole, part, half, odd, even

2d shapes, 3d shapes, curved, straight, sides, faces, round, roll, point, pattern, repeat, sort, sets, compare, measure, taller, shorter, full, empty, size, bigger, smaller, longer, order

Early Learning Goals for Mathematics

Number

I can:

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall number bonds to 5 and some number bonds to 10, including double facts.

Numerical Patterns:

I can:

- 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 to 10, including evens and odds, double facts and how quantities can be distributed evenly.

Understanding the World for 3 - 4 years

I can...

use all my senses in hands on exploration of natural materials

explore collections of materials with similar and / or different properties

talk about what I see, using a wide vocabulary

begin to make sense of my own life story and my family's history

show interest in different occupations

explore how things work

plant seeds and care for growing plants

understand the key features of the life cycle of a plant and an animal

begin to understand the need to respect and care for the natural environment and all living things

explore and talk about forces I can feel

talk about the differences between materials and changes I notice

continue to develop positive attitudes about the differences between people

explore the different countries in the world and talk about the differences I have experienced or seen in photos

Understanding the World for the Reception year

I Can...

talk about members of my immediate family and community

name and describe people who are familiar to me

comment on images of familiar situations in the past

compare and contrast characters from the stories, including figures from the past

draw information from a simple map

understand that some places are special to members of my community

recognise that people have different beliefs and celebrate special times in different ways

recognise some similarities and differences between life in this country and life in other countries

Vocabulary:

Jobs, differences, similarities, countries, world, land, sea, map, religion, belief, community, celebration, family, seasons, animals, humans, live, habitat, tree, plant, flower, seed, grow, care for, life cycle, changes, freeze, melt, old, young, sequence, family, past, present

Early Learning Goals for Understanding the World

Past and Present

I can:

- Talk about the lives of the people around me and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on my experiences and what has been said in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

I can:

- Describe my immediate environment using my 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 my experiences and what has been said 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 maps.

The Natural World:

I can:

- Explore the natural world around me, making observations and drawing pictures of plants and animals.
- Know some similarities and differences between the natural world around me, contrasting environments, drawing on my experiences and what has been read in class.
- Understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.

Expressive Arts and Design for the 3 - 4 years

I can...

express, ideas and feelings through making marks and sometimes give a meaning to the marks I make

enjoy and take part in action songs

start to develop pretend play, pretending that one object represents another

explore different materials, using all my senses to investigate them

manipulate and play with different materials

use my imagination and begin to know what to do with different materials

make simple models which express my ideas

Expressive Arts and Design for the Reception year

I can...

explore, use and refine a variety of artistic effects to express my ideas and feelings

return to and build on my previous learning, refining ideas and developing my ability to represent them.

create collaboratively, sharing ideas, resources and skills

listen attentively, move to and talk about music, expressing my feelings and responses

watch and talk about dance and performing art, expressing my feelings and responses

sing in a group or on my own, increasingly matching the pitch and following the melody

develop a storyline in my pretend play

explore and engage in music making and dance performing solo or in groups

Vocabulary:

Join, combine, materials, shapes, line, detail, feelings, colour mixing, colour, light dark, warm, cool, mix, texture, background, outline, retell, characters, music, rhythm, lyrics, dance, movement, beat

Early Learning Goals for Expressive Arts and Design

Creating with Materials

I can:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share my creations, explaining the processes I have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

I can:

- Invent, adapt and recount narratives and stories with peers and my teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others and try to move in time with music.