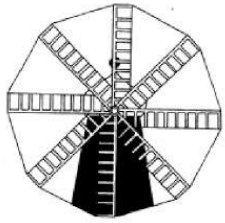


Heckington St Andrews



EYFS Progression Document



Early Years Foundation Stage.

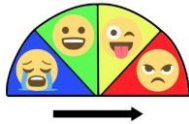


Early Years Foundation Stage Aims:



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.


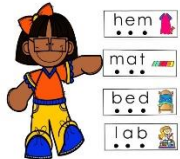
The EYFS seeks to provide:


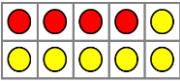
- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind
- **a secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **partnership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




	Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
Communication and Language				
Listening, Attention and Understanding. 	I can follow a one or two part instruction I enjoy joining in at group times and story times	I can demonstrate good listening behaviours I can follow simple instructions (with two or more parts) reliably	I can respond to what I have heard by asking questions and saying what I think	I can listen carefully I can respond with questions, comments and actions
		I engage in story times I like to join in with familiar songs and rhymes	I can say what I think I ask questions about what I have heard	I can make comments about what I have heard I can ask questions to help me understand
	I can talk to others and take it in turns to speak	I can wait and take turns in conversation	I can respond to what others say	I can engage in conversation with my friends and teachers
Speaking 	I can express a point of view	I am starting to share my ideas with familiar adults I can talk to others (adults and children)	I can share my ideas in small groups I can share my ideas with familiar adults	I can take part in whole class and group discussions
	I can use talk to share what I think	I use talk to organise my thoughts I can listen to and talk about stories, rhymes and non-fiction	I can explain events that have already happened in detail I can engage in stories, rhymes and non-fiction sharing my ideas about them	I can explain why things happen/ might happen I can use vocabulary from stories, non-fiction, rhyme and poems
	I can use a sentence of 4-6 words I can use speech as a way of starting to express myself	I can share my ideas using talk as a tool I can say how I feel using talk as a tool	I can start to use full sentences I am starting to use past, present and future tenses	I can express ideas and feelings I can use full sentences using past, present and future tenses I can use conjunctions (with support and modelling) to connect my ideas



	Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
Personal, Social and Emotional Development				
Self Regulation 	I can talk about feelings (happy, sad, angry)	I can identify a range of different feelings	I can say how others are feeling based on their expressions and actions	I can say how I and others are feeling I can show my understanding of feelings by changing my behaviour
	I can choose what I need to complete a goal (short term)	I can keep on trying when I find something difficult	I can say what I am good at and what I would like to improve	I can set myself goals I can wait for my requests and needs to be met
	I am starting to follow instructions	I am starting to sit and listen more consistently during adult focus time I can follow simple instructions	I can sit and listen during adult focus time I can follow instructions with two or more parts	I can listen to and respond to adults I can follow instructions accurately (several ideas/ actions)
Managing Self 	I am starting to become more confident when things are new (dealing with the transition)	I am starting to try new activities	I can keep on trying even when I am finding something difficult	I can try new activities I can show resilience and perseverance when things are difficult
	I am showing an awareness of rules and how to behave in the classroom	I am starting to be aware of rules in the school and classroom	I can follow the school and class rules I can talk about the school and class rules I can talk about what is right and wrong	I can explain and follow rules (in the classroom and around school) I can show I know right from wrong by my behaviour
	I can toilet myself	I can dress and undress for PE etc. I am starting to know ways to stay healthy	I can say how I keep myself healthy e.g. diet, oral health, hand washing, exercise, etc.	I can manage my own basic hygiene and personal needs e.g. toileting and dressing I can explain healthy food
Building Relationships 	I can play with one or more children cooperatively	I can play with a small group of children, sharing ideas	I can use words to help solve conflicts with others I can work well with others listening and sharing ideas	I can work with others in a group I can play with others, take turns and share
		I am starting to form good relationships with the familiar adults in my class	I can show friendly behaviour in the classroom and around school I am developing friendships with lots of different people	I can form good relationships with the adults in the classroom and around school I have lots of friends and positive friendships
	I can start to talk about the way I feel	I can express and identify my feelings I can express my basic needs to familiar adults e.g. ask to go to the toilet, etc.	I can identify how others feel and respond to them appropriately	I know what my own needs are and can share them I am sensitive to the needs of others

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Physical Development				
Gross Motor Skills 	I can climb stairs using alternate feet I can develop movement (using age appropriate bikes, scooters etc.) I can work with others to manage large items	I can use lots of different ways of moving appropriately I can climb over, under and through obstacles	I can throw, kick, pass and catch a large ball I can move and use both large and smaller scale equipment (building blocks etc)	I can travel around space and obstacles safely I can show strength, balance and co-ordination in movement I can move in different ways- run, jump, skip, climb
Fine Motor Skills 	I show a preference for a dominant hand with a comfortable pencil grip I can draw a picture	I can show good pencil control when mark making and drawing I can use cutlery and other one handed equipment	I can sit at a table to write I can hold a pencil in a tripod grip I can use scissors	I can hold a pencil effectively (tripod) I can use a range of tools e.g. scissors I can draw with accuracy
Literacy				
Writing	I can write some letters from my name	I can write some lower case letters correctly I can write some upper case letters that I know (e.g. name, Mum, Dad, sibling name, etc)	I can write most lower case letters correctly I can write some upper case letters correctly I can use a tripod grip	1. I can write most upper and lower case letters correctly I can hold my pencil in a good tripod grip
	I can orally segment single sound CVC words e.g. c-a-t I can say the initial sounds in most words	I can identify known letters to match initial sounds (set 1) I can match set 1 sounds sounds I can write CVC words and labels e.g. c-a-t	I can match set 1 sounds I am beginning to match set 2 sounds I can write CVC words and labels (set 1 sounds) I can spell some tricky words	2. I can write CVC words with sounds and letters I know I can write tricky words
	I can write some initial sounds I can write my own name	I can write simple labels I can start to write simple captions I can say a simple sentence for writing (oral and Fred talk words)	I can write captions I can write short sentences I can start to use finger spaces between my words I can read sentences back	3. I can write simple sentences I can read my own sentences My teacher can read my sentences

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Comprehension 	I can talk about stories I have heard	I can retell the key events in stories I am starting to recall facts from non-fiction	I can retell key events from stories I have read I can describe the key events in detail I can recall facts from a non-fiction book	1 I can explain what I have read or has been read to me I can retell simple stories I can recall facts from information
	I can talk about stories I have heard	I can talk about what has happened in the story so far	I can say what might happen next linked to other similar stories	2 I can say what I think might happen next
	I can join in with familiar rhymes and songs (and some patterned stories)	I can listen carefully to stories, rhymes, non-fiction and songs	I can talk about stories, rhymes, non-fiction and songs	3 I can use new vocabulary throughout my play
Word Reading 	I can hear and say initial sounds for words I can say the sound for some letters (e.g. from my name or familiar names- Mum, Dad, etc.)	I can match most of the set 1 letters and sounds	I can match all set 1 single letters and sounds I can match set 1 special friends. I can start to identify some set 2 special friends	1 I can match the letter and sound for all set 1 and set 2 single sounds and digraphs I can match the letter and sound for at least 10 digraphs
	I can orally segment words (e.g. adult says cat and child says c-a-t) I can orally blend words (e.g. adult says m-a-n and child says man)	I can say the set 1 sounds in CVC words I can start to blend the sounds together (RWI Set 1 sounds)	I can segment the sounds in CVC words for reading I can blend the sounds in CVC words for reading	2 I can read CVC words containing set 2 sounds I can read CVC words containing known digraphs
		I can segment and blend CVC words I can read some red words I am starting to read captions e.g. the cat and the dog	I can segment and blend simple words matched to my phonics knowledge I can read captions I can read phonics matched tricky words	3 I can read simple sentences and books matched to my phonics I can read tricky words confidently

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Mathematics				
Number 	I can show numbers to 5 using concrete resources I can match numeral and quantity to 5 I can say one number name for each item I can quickly say how many there are (up to 3)	I can count to 5 using different mathematical resources I can match numeral and quantity to 5 I can quickly say how many there are (up to 3) in different arrangements	I can count objects, claps, movements up to 10 I can match numeral and quantity (within 10) I can quickly say how many there are (up to 5)	1 I can show how numbers to 10 are made up using different models e.g. part whole, tens frame I can recognise the numerals to 10 and match to quantity consistently 2 I can recognise quantities up to 5 without counting
	I can solve some simple problems with numbers to 5	I can start to show how numbers can be made up e.g. 1 and 3 is 4 and know there is more than one way of doing this	I can recall number bonds to 5 I can start to give some linked subtraction facts I can start to recall some double facts e.g. 1 and 1 is 2	3 I can recall number bonds up to 5 and some to 10 I can match subtraction facts with number bonds I can recall some double facts within 10
Numerical Patterns 	I can count to 5 reliably I can start to count beyond 5	I can count to 10 by rote	I can count to 20, knowing the teen numbers	1 I can count beyond 20
	I am starting to compare quantities using nonstandard vocabulary.	I can compare manipulatives (e.g. saying when one tower is bigger/smaller) I can find one more/ one less using resources	I can compare two quantities saying when one is bigger/smaller/same I can say a number that is one more/ less without resources	2 I can compare quantities using greater/ more than, fewer/ less than, the same/ equal
	I can start to continue and copy patterns	I can continue and copy patterns I can create my own patterns	I can spot errors in the pattern I can name my pattern e.g. ABAB I can start to identify odd and even numbers linked to sharing	3 I can show patterns in numbers to 10 I can talk about odd and even numbers I can say double facts I can share equally

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Understanding the World				
Past and Present 	I can talk about the different jobs people do I can name some members of my family and talk about them	I can talk about changes that have happened to me throughout my life I can talk about my family and people in the community and their roles	I can talk about changes that have happened within my family's lifetimes e.g. talking to grandparents about holidays etc.	I can talk about the lives of people I am familiar with I can talk about the roles of people in society
	I can talk about myself and some of the ways I have changed	I am becoming more aware of the past linked to myself and my family and how it has changed	I can talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts	I can give similarities and differences between the past and now
		I can talk about what I can see in pictures of the past	I can talk about what I have heard and seen in stories and picture books and how this is different/ the same	I can talk about the past using books and stories talking about the characters, settings and events
People, Culture and Communities 	I can explore the world around me with all my senses	I can make detailed observations of the world around me thinking about my senses- feel, hear, see, smell I am starting to explore the natural world	I can explore and talk about the natural world using what I know from stories/ non-fiction I can draw information from a simple map	I can describe the school environment using what I know from <ul style="list-style-type: none"> • Observation • Discussion • Stories/ non-fiction • Maps
	I can be accepting and positive about people's differences	I can talk about how different people celebrate	I can talk about some special places for people in our and other communities	I can talk about religion and culture within my country (UK)
	I know there are different countries in the world	I can start to use stories and pictures to talk about differences in life in other countries	I can draw information from a simple map I can start to talk about the differences in lives in other countries	I can talk about what is the same and different in life in this country and in other countries
The Natural World 	I can talk about what I can see outside using a wide vocabulary	I can describe what I can see, hear and feel outside	I can describe animals and plants (both from photos and real life experiences)	I can explore the natural world I can make observations of animals and plants and use these observations to draw pictures
		I can talk about the area I live in, including the weather etc.	I can describe my own environment and local area I can describe another environment e.g. desert, Arctic etc.	I can contrast the natural world around me with different environments
	I can change materials e.g. adding water to cornflour, mixing paint etc.	I can talk about forces I feel e.g. push, pull etc. I can talk about the differences in materials	I can talk about the weather linked to seasonal change I can talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.)	I can talk about some of the changes in the natural world (including seasons and changing states of matter)

	Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
Expressive Arts and Design				
<p>Creating with Materials</p> 	<p>I can start to join materials together</p> <p>I can explore art materials and colour mixing freely</p> <p>I can develop my own ideas for art</p>	<p>I can use various tools for artwork and design e.g. playdough tools</p> <p>I can select my own art and design materials to create with</p>	<p>I can use scissors and one handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.)</p> <p>I am able to combine different techniques e.g. collage, paint, crayon, clay to create art</p>	<p>1. I can safely use tools e.g. scissors</p> <p>I can explore using materials and techniques</p> <p>I can design art/ a product thinking about colour, texture and function</p>
	<p>I can develop my own ideas for art and start to talk about them (with adult support)</p>	<p>I can tell others what my artwork is and signal key parts e.g. this is mummy, this is her hair etc.</p>	<p>I can talk about my artwork or designs-linked to some of the materials/ techniques I used</p>	<p>2. I can explain what I have made</p> <p>I can talk about how I made it</p>
	<p>I can start to develop my own stories linked to what I know through role & small world play</p>	<p>I am starting to recreate familiar stories (with adult support)</p>	<p>I can use materials and props to retell stories and create imaginary situations linked to what I know</p>	<p>3. I can use props and materials when I am role playing familiar stories</p>
<p>Being Imaginative and Expressive</p> 	<p>I am using my imagination in play to help me role play and create small world set ups.</p>	<p>I can recount and retell familiar stories with my friends and adults (small world/ role play)</p> <p>I can role play imaginary scenarios linked to experiences</p>	<p>I can adapt well known stories and narratives and small world/ role play them with others</p> <p>I can use what I know and have read to help create my own stories</p>	<p>1. I can adapt and recount narratives and stories with my friends and adults</p> <p>I can invent my own stories</p>
	<p>I can remember most of a song to sing</p> <p>I can make up my own "silly" songs</p>	<p>I know some popular songs and can sing them supported by an adult</p>	<p>I can sing well known songs in a group or alone and match the pitch and melody</p>	<p>2. I can sing well known nursery rhymes</p> <p>I can sing some familiar songs (Xmas play etc.)</p>
	<p>I can remember and sing songs</p> <p>I can start to match the melody and pitch of others</p>	<p>I can listen and respond to sounds</p> <p>I can sing with others and supported by an adult</p>	<p>I can listen carefully to music and start to move to it</p> <p>I can join in with singing and dancing</p>	<p>3. I can perform songs, rhymes, poems and stories alone and with others</p> <p>I can try to move in time with music</p>