



## EYFS Progression Document



Subject	Autumn Term	Spring Term	Summer Term
<h3>Making Relationships</h3>	<p><b>Children should be able to...</b></p> <ul style="list-style-type: none"> <li>- Play in a group and build on their peers role- play idea.</li> <li>- Initiating play offering for peers to join in.</li> <li>- Respond what their peers say in their play and keep play going.</li> <li>- Demonstrate friendly behaviour and initiate conversation with peers and familiar adults.</li> </ul>	<p><b>Children should be able to...</b></p> <ul style="list-style-type: none"> <li>- Initiate conversations and take account of what others say and respond to it.</li> <li>- Explain own knowledge and understanding and ask appropriate questions.</li> <li>- Resolve conflicts with other children.</li> </ul>	<p><b>Children should be able to....</b></p> <ul style="list-style-type: none"> <li>- Play co-operatively with a group of children, taking turns without adult support.</li> <li>- Take account of peers ideas during play and use these to build upon their play.</li> <li>- Form positive relationships with adults and peers.</li> </ul>
<h3>Self-confidence and self-awareness</h3>	<p><b>Children should be able to....</b></p> <ul style="list-style-type: none"> <li>- Can select and use resources with adult support.</li> <li>- Is more outgoing towards unfamiliar people.</li> <li>- Confident to talk to other children when playing.</li> <li>- Will communicate freely about their own home.</li> <li>- Show confidence in asking adults for help.</li> </ul>	<p><b>Children should be able to...</b></p> <ul style="list-style-type: none"> <li>- Confident to speak to others about their own needs, interests and opinions.</li> <li>- Describe self in positive terms and talk about the things that they are good at.</li> </ul>	<p><b>Children should be able to...</b></p> <ul style="list-style-type: none"> <li>- Independently try new activities and say why they like some activities more than other.</li> <li>- Confident to speak to in a familiar group.</li> <li>- They will share their ideas and will choose their resources they need for their chosen activity.</li> </ul>

			<ul style="list-style-type: none"> <li>- They are able to say when they do or do not need help.</li> </ul>
<b>Managing feelings and behaviour</b>	<b>Children should be able to...</b> <ul style="list-style-type: none"> <li>- Tolerate delay when their needs are not immediately met.</li> <li>- Can take turns to share resources sometimes with support.</li> <li>- Be aware of own feelings and knows that some of their actions and words can hurt others.</li> </ul>	<b>Children should be able to...</b> <ul style="list-style-type: none"> <li>- Comfort another child when they realise that they have upset them.</li> <li>- Begin to be able to negotiate and solve problems without aggression.</li> </ul>	<b>Children should be able to...</b> <ul style="list-style-type: none"> <li>- They can work as part of a group and follow the rules.</li> <li>- Adjust their behaviour to different situations.</li> <li>- Talk about their own feelings.</li> <li>- Know about consequences and know that some behaviour is unacceptable.</li> </ul>
<b>Listening and attention</b>	<b>Children should be able to...</b> <ul style="list-style-type: none"> <li>- Listen to what others say one to one when conversation interests them.</li> <li>- Listen to stories with increasing attention.</li> <li>- Join in repeated refrains when listening to a story.</li> <li>- Listen or do- shifting own attention.</li> <li>- Is able to follow directions.</li> </ul>	<b>Children should be able to...</b> <ul style="list-style-type: none"> <li>- Maintain attention, concentrate and sit quietly during appropriate activity.</li> <li>- Sit and do for short span.</li> </ul>	<b>Children should be able to...</b> <ul style="list-style-type: none"> <li>- Listen attentively in a range of situations.</li> <li>- Listen to stories, accurately anticipating key events and respond with relevant comments.</li> <li>- They give their attention to what others say while engage in another activity.</li> </ul>

<p><b>Understanding</b></p>	<p><b>Children should be able to...</b></p> <ul style="list-style-type: none"> <li>- Understand the use of objects.</li> <li>- Show understanding of prepositions 'under', 'on'.</li> <li>- Respond to a simple instructions.</li> <li>- Begin to understand 'why' and 'how'.</li> </ul>	<p><b>Children should be able to....</b></p> <ul style="list-style-type: none"> <li>- Respond to a two-part instruction.</li> <li>- Able to follow a story without pictures.</li> <li>- Listen to ideas expressed by others.</li> </ul>	<p><b>Children should be able to....</b></p> <ul style="list-style-type: none"> <li>- Follow a set of instructions involving several actions.</li> <li>- Answer 'how' and 'why' questions about the experiences or in response to a story.</li> </ul>
<p><b>Speaking</b></p>	<p><b>Children should be able to....</b></p> <ul style="list-style-type: none"> <li>- Begin to link sentences together with 'and' or 'because'.</li> <li>- Retell a simple past event in correct order.</li> <li>- Use talk to connect ideas eg what is going to happen next in a story.</li> <li>- Question why things happen.</li> <li>- Use a range of tenses when talking.</li> <li>- Builds up vocabulary based on their experiences.</li> <li>- Uses talk when pretending that objects represent something else.</li> </ul>	<p><b>Children should be able to....</b></p> <ul style="list-style-type: none"> <li>- Use their language to imagine and recreate roles from their experience.</li> <li>- Links statements and sticks to a main theme.</li> <li>- Use their talk to clarify, organise and sequence their ideas and feelings.</li> <li>- Introduce a new storyline and narrative into their play.</li> </ul>	<p><b>Children should be able to...</b></p> <ul style="list-style-type: none"> <li>- Express themselves effectively, showing awareness of their listeners needs.</li> <li>- Use past, present and future forms accurately.</li> <li>- Develop their own narratives and explanations.</li> </ul>

<h2>Moving and Handling</h2>	<p><b>Children should be able to...</b></p> <ul style="list-style-type: none"> <li>- Move freely with confidence in a range of ways eg crawling, walking, running, jumping, skipping ect.</li> <li>- Mounts steps and stairs using alternate feet.</li> <li>- Walk downstairs, two feet with each step whilst carrying an object.</li> <li>- Negotiate space whilst running.</li> <li>- Can stand on one foot for a short period of time.</li> <li>- Can catch a large ball.</li> <li>- Draw lines and circles using gross motor skills.</li> <li>- Use one-handed tools such as scissors.</li> <li>- Hold pencil between thumb and two fingers.</li> <li>- Can copy <b>some</b> letters of their name.</li> </ul>	<p><b>Children should be able to...</b></p> <ul style="list-style-type: none"> <li>- Jumps off of an object and lands appropriately.</li> <li>- Negotiates space successfully when running.</li> <li>- Travel with confidence around, under, over and through equipment.</li> <li>- Show increasing control over throwing, patting and kicking a ball.</li> <li>- Handle tools, objects, construction and malleable materials with increasing control.</li> <li>- Shows a preference for using a dominant hand.</li> <li>- Use anti-clockwise movement and retrace lines.</li> <li>- Form some recognisable letters.</li> </ul>	<p><b>Children should be able to....</b></p> <ul style="list-style-type: none"> <li>- Show good control in small and large movements.</li> <li>- Move safely in a range of ways whilst negotiating space.</li> <li>- Handle equipment and tools effectively including pencils.</li> </ul>
<h2>Health and Self-care</h2>	<p><b>Children should be able to....</b></p> <ul style="list-style-type: none"> <li>- Tell adults when they are feeling hungry or tired.</li> <li>- Understand that tools have to be used safely.</li> </ul>	<p><b>Children should be able to....</b></p> <ul style="list-style-type: none"> <li>- Stay dry and clean during the day.</li> <li>- Show some understanding that exercise, eating, sleeping</li> </ul>	<p><b>Children should be able to...</b></p> <ul style="list-style-type: none"> <li>- Talk about the ways to keep healthy and safe.</li> <li>- Manage their own basic hygiene needs successfully including</li> </ul>

	<ul style="list-style-type: none"> <li>- Attend to toileting needs most of the time themselves.</li> <li>- Usually manage washing and drying hands.</li> <li>- Dress with help eg pull up own trousers and pull up own zip when fastened.</li> </ul>	<p>and hygiene can contribute to good health.</p> <ul style="list-style-type: none"> <li>- Practise some appropriate safety measures without direct supervision.</li> </ul>	<p>dressing and going to the toilet independently.</p>
<p>Reading</p>	<p><b>Children should be able to...</b></p> <ul style="list-style-type: none"> <li>- Shows awareness of rhyme and alliteration.</li> <li>- Listen and join in with stories and poems.</li> <li>- Anticipate key events and join in with repeated refrains when listening to a story.</li> <li>- Understand that stories are structured.</li> <li>- Suggest how a story might end.</li> <li>- Listen to stories with increasing attention.</li> <li>- Describe main story settings and events.</li> <li>- Show interest in illustrations.</li> <li>- Recognise own name.</li> <li>- Look at books independently.</li> </ul>	<p><b>Children should be able to...</b></p> <ul style="list-style-type: none"> <li>- Continue a rhyming string.</li> <li>- Hear and say the initial sound in words.</li> <li>- Segment the sounds in simple words and blend them together.</li> <li>- Name the letters of the alphabet.</li> <li>- Read words and simple sentences.</li> <li>- Enjoy an increasing range of books.</li> </ul>	<p><b>Children should be able to...</b></p> <ul style="list-style-type: none"> <li>- Read and understand simple sentences.</li> <li>- Use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>- Read some tricky words.</li> <li>- Discuss the story that they have read.</li> </ul>

	<ul style="list-style-type: none"> <li>- Hold the books the correct way up and turn pages.</li> <li>- Understand that print carries from left to right.</li> </ul>		
<p>Writing</p>	<p><b>Children should be able to...</b></p> <ul style="list-style-type: none"> <li>- Sometimes gives meanings to marks as they draw and paint.</li> <li>- Ascribe meanings to marks that they see.</li> </ul>	<p><b>Children should be able to...</b></p> <ul style="list-style-type: none"> <li>- Give meanings to marks as they draw, write and paint.</li> <li>- Hears and says the initial sounds in words.</li> <li>- Uses some clearly identifiable letters to communicate meaning.</li> <li>- Write their own name and other things such as captions.</li> <li>- Attempt to write short sentences.</li> </ul>	<p><b>Children should be able to...</b></p> <ul style="list-style-type: none"> <li>- Write words that match their spoken sounds.</li> <li>- Write some tricky words spelt correctly.</li> <li>- Write simple sentences which can be read by themselves and others.</li> <li>- Write some words which are spelt correctly and others are phonetically plausible.</li> </ul>
<p>Number</p>	<p><b>Children should be able to...</b></p> <ul style="list-style-type: none"> <li>- Recites numbers to 10 in order.</li> <li>- Represent numbers using fingers or marks.</li> <li>- Compares two groups of objects, saying when they have the same number.</li> <li>- Show an interest in numerals in the environment.</li> </ul>	<p><b>Children should be able to...</b></p> <ul style="list-style-type: none"> <li>- Counts objects to 10 and beyond.</li> <li>- Count an irregular arrangement of objects.</li> <li>- Select the correct numeral to represent 1-10.</li> <li>- Estimates how many objects they can see before counting them.</li> </ul>	<p><b>Children should be able to...</b></p> <ul style="list-style-type: none"> <li>- Count reliably with numbers from 1-20.</li> <li>- Put numbers from 1-20 in order.</li> <li>- Say one more or one less than a given number to 20.</li> <li>- Add and subtract two single-digit numbers using objects.</li> </ul>

	<ul style="list-style-type: none"> <li>- Count other things other than objects eg steps, claps ect.</li> <li>- Recognise some numerals of personal significance.</li> <li>- Recognise numerals 1-5.</li> <li>- Counts up to three or four objects by saying one number name for each.</li> <li>- Counts actions or objects which cannot be moved.</li> </ul>	<ul style="list-style-type: none"> <li>- Finds the total number of objects in two groups by counting them all together.</li> <li>- Say to the number that is 1 more than a given number.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Solve problems including doubling, halving and sharing.</li> </ul>
<p><b>Shape, space and measure</b></p>	<p><b>Children should be able to...</b></p> <ul style="list-style-type: none"> <li>- Uses positional language correctly.</li> <li>- Begin to talk about the shapes of everyday objects eg round, tall.</li> <li>- Begin to use mathematical names for 2D shapes.</li> <li>- Selects and particular named shapes.</li> </ul>	<p><b>Children should be able to..</b></p> <ul style="list-style-type: none"> <li>- Begin to use mathematical names for 3D shapes.</li> <li>- Order two or three items by length and height.</li> <li>- Order two or three items by weight or capacity.</li> <li>-</li> </ul>	<p><b>Children should be able to...</b></p> <ul style="list-style-type: none"> <li>- Use everyday language related to time.</li> <li>- Use everyday language related to money.</li> <li>- Recognise, create and describe patterns.</li> </ul>
<p><b>People and communities</b></p>	<p><b>Children should be able to...</b></p> <ul style="list-style-type: none"> <li>- Talk about significant events in their own lives.</li> <li>- Describe special times or events for their family.</li> <li>- Show interest in different occupations.</li> <li>-</li> </ul>	<p><b>Children should be able to...</b></p> <ul style="list-style-type: none"> <li>- Discuss some of the things that make them unique.</li> <li>- Talk about some of the similarities and differences in relation to their friends and families.</li> </ul>	<p><b>Children should be able to...</b></p> <ul style="list-style-type: none"> <li>- Talk about past and present events in their own lives and in the lives in their family members.</li> <li>- Identify the fact that there are similarities and differences between</li> </ul>

			<p>themselves and others and among traditions and communities.</p>
<p>The world</p>	<p><b>Children should be able to...</b></p> <ul style="list-style-type: none"> <li>- Comment and ask questions about where they live or the natural world.</li> <li>- Show care and concern for living things and the environment.</li> </ul>	<p><b>Children should be able to...</b></p> <ul style="list-style-type: none"> <li>- Talk about some of the things that they have observed such as plants and animals.</li> <li>- Talk about why things work and how things work.</li> </ul>	<p><b>Children should be able to...</b></p> <ul style="list-style-type: none"> <li>- Identify similarities and differences in relation to places, objects, materials and living things.</li> <li>- Talk about their own immediate environment and how environments might vary from one another.</li> </ul>