






Hugglescote Community Primary School – EYFS Progression Map 2022/2023


EYFS Term by Term Progression	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
 <p>Communication and language Listening ELG Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to during whole class discussions and small group interactions.</p> <p>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.</p> <p>Speaking ELG 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>I can listen to and join in with songs, rhymes stories and associated actions</p> <p>I understand how to listen carefully and know why it is important.</p> <p>I talk in full sentences, sometimes with support.</p> <p>I will talk in front of a small group and my teacher, offering my own ideas.</p> <p>I retell the main points of my favourite stories</p> <p>I can answer <i>where, when, how and why</i> questions, sometimes adding more detail to my answers.</p> <p>I can talk about myself and others.</p> <p>I am learning new vocabulary.</p>	<p>I can retell known stories in my own words, with some support</p> <p>I can offer my own ideas and recall experiences using new words I've learnt.</p> <p>I can make up my own stories with support.</p> <p>I can describe features of traditional stories</p> <p>I am beginning to understand how and why questions.</p> <p>I am learning new vocabulary and will use it throughout the day.</p> <p>I can articulate my ideas and thoughts in well-formed sentences.</p>	<p>I can recall key facts from nonfiction texts we've been reading, with support</p> <p>I can make up my own simple stories following a simple beginning, middle, end structure.</p> <p>I am beginning to offer simple explanations and opinions using new words I've learnt</p> <p>I can ask questions to find out more and to check I understand what had been said to me.</p> <p>I can talk in sentences using conjunctions, e.g and, because.</p> <p>I can describe events in some detail.</p>	<p>I can retell known stories in greater detail, without support</p> <p>I can explain and express opinions using new words I've learnt.</p> <p>I can tell my own stories including increasing detail.</p> <p>I will engage in non-fiction books and use new vocabulary in different contexts.</p>	<p>I can recall key facts from nonfiction texts we've been reading</p> <p>I can ask questions to find out more</p> <p>I can use talk about the past, using new words I've learnt</p> <p>I speak in longer sentences joined by conjunctions following a spoken model.</p> <p>I will use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>I can ask questions and explain what I understand by the answers.</p> <p>I can use talk to plan using new words I've learnt.</p> <p>I can have conversations with adults and peers with back and forth exchanges.</p> <p>The stories I make up include aspects of story language</p> <p>I will use talk in sentences using a range of tenses.</p>


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<p>PSED Self-Regulation ELG 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>Managing Self ELG 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>Building Relationships ELG 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> 	<p>I can use basic vocabulary (happy, sad) to identify and explain my emotions.</p> <p>I can show a developing understanding of classroom rules and routines.</p> <p>I can listen to and complete 2 part instructions given by my teachers.</p> <p>I can ask for help from familiar adults or other children when I need it.</p> <p>I can make independent choices in the learning environment sometimes with support.</p> <p>I can begin to understand how to deal with feelings using the Zones of Regulation.</p> <p>I can seek support from adults and gain confidence to speak to peers and adults.</p>	<p>I can talk about how I am feeling and consider others feelings.</p> <p>I follow classroom rules and routines.</p> <p>I will begin to develop friendships.</p> <p>I can complete two-part instructions given to me by my teacher without reminders.</p> <p>I can make independent choices in the learning environment.</p> <p>I can continue an activity until completion.</p> <p>I can work with my friends to tidy the learning environment by following a model.</p> <p>I can describe the quantities of a friend.</p>	<p>I can stay focused during longer whole class lessons.</p> <p>I can follow more complex instructions given to me by my teacher.</p> <p>I will begin to show resilience and perseverance in the face of a challenge.</p> <p>I can work with my friends to complete a project when I play.</p> <p>I can use taught strategies to support in turn taking.</p>	<p>I can identify and moderate my own feelings socially and emotionally.</p> <p>I can set myself challenges.</p> <p>I can continue an activity with sustained concentration.</p> <p>I can listen to the ideas of other children and agree on a solution and compromise.</p> <p>I can get dressed and undressed independently.</p>	<p>I can talk about my feelings in detail.</p> <p>I can complete challenges I have set for myself and set by an adult.</p> <p>I can adapt and refine my thinking and actions when I encounter a problem in my play.</p> <p>I will have the confidence to communicate with adults around the school.</p>	<p>ELG Achieved</p>

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<p>Physical Development</p>  <p>Gross Motor Skills ELG 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>Fine Motor Skills ELG - 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>I can begin to negotiate spaces effectively.</p> <p>I can use one handed tools safely and find what need in the environment e.g., scissors, knives, forks, pencils, paintbrushes.</p> <p>I can explore different ways of moving, including marching, tiptoeing, and squatting and develop take-off and landing positions for jumps.</p> <p>I can go to the toilet independently, wash my hands, say when I'm hungry / thirsty / feeling unwell, line up and follow instructions.</p> <p>I can begin to talk about the different factors that support my overall health and well-being e.g. tooth brushing.</p> <p>I will begin to use a tripod grip when using mark making tools.</p>	<p>I know which hand to write with.</p> <p>I can use a pen, pencil, scissors, or paintbrush to follow along / trace a line / shape</p> <p>I can form identifiable letters, following a model.</p> <p>I can show coordination when demonstrating gross motor movements i.e. rolling, crawling, skipping, hopping, jumping etc).</p> <p>I can explore different ways of moving and using equipment.</p> <p>I can balance on 1 leg.</p> <p>I can perform fast and slow movements.</p> <p>I know how to use the trim trail safely.</p>	<p>I can use scissors effectively.</p> <p>I can form identifiable letters independently, sometimes sitting on a line.</p> <p>I can use equipment to balance, jump and land, climb.</p> <p>I can replicate actions in groups.</p> <p>I can combine different movements in a sequence e.g. climb, jump, roll</p> <p>I can use core strength muscles to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>I can use a template to draw around and cut out independently.</p> <p>I can use scissors to cut a variety of materials (wool, fabric, tinfoil, tissue, sometimes with support.</p> <p>I can form identifiable letters independently, on a line, with growing proportion.</p> <p>I can throw and catch with a partner.</p> <p>I can kick a ball and receive it with a partner.</p> <p>I can balance a beanbag on my head</p>	<p>I can use scissors to cut a variety of materials to independently support my model making / artwork.</p> <p>I can form some capital letters matched to lower case letters that I know, with some support.</p> <p>I can play group games which involve ball skills and control of large-scale movements.</p> <p>I can talk about the factors that support my health and wellbeing (Healthy Schools week).</p>	<p>I can use a tripod grip to form all letters (lower and upper case)</p> <p>I can travel with confidence and skill, negotiating space independently.</p> <p>I can independently use a range of large and small apparatus indoors and outside.</p> <p>I can work cooperatively to form shapes.</p> <p>I can understand the importance of exercise and healthy eating.</p>

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<p>Literacy Comprehension ELG 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; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading ELG 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>Writing ELG 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>I can orally blend and segment</p> <p>I can read and I am beginning to write my name</p> <p>I can name the first 10 letter sound correspondences (Phase 2), sometimes with support.</p> <p>I know what the GPCs look like.</p> <p>I know that words can be written</p> <p>I can give meaning to the marks I make.</p> 	<p>I can confidently read the first 19 letter sound correspondences (Phase 2)</p> <p>I can read all Phase 2 Tricky words</p> <p>I can read CVC words</p> <p>I attempt to form letter shapes matched to sounds.</p> <p>I can fluently read a book matched to my phonic ability.</p> <p>I understand key vocabulary linked to our project.</p> <p>I can listen to familiar stories and be able to recall facts/events.</p>	<p>I can read the first 10 digraphs of Phase 3</p> <p>I can read Phase 3 words containing known digraphs, with support</p> <p>I can write a simple sentence containing Phase 3 digraphs with support.</p> <p>I can form some recognisable letters matched to sounds.</p> <p>I can fluently read a book matched to my phonic ability.</p> <p>I can listen to stories and I am beginning to anticipate what may happen next.</p> <p>I am beginning to use key vocabulary linked to our project.</p>	<p>I can read the first 44 letter sound correspondences (Phase 3)</p> <p>I can read Phase 3 tricky words</p> <p>I can spell Phase 2 tricky words, following a model where necessary.</p> <p>I can read and spell cvc words containing Phase 3 digraphs</p> <p>I can write simple sentences containing any Phase 3 digraphs with support.</p> <p>I can fluently read a book matched to my phonic ability.</p> <p>I am beginning to select vocabulary to improve my writing.</p> <p>I can re-read what I have written to check that it makes sense.</p>	<p>I can confidently read the first 44 letter sound correspondences (Phase 3)</p> <p>I can read and spell longer words containing adjacent consonants</p> <p>I can write a sequence of simple sentences using any taught digraphs / trigraphs with support.</p> <p>I am beginning to read Phase 4 Tricky words.</p> <p>I can form letters correctly.</p> <p>I can fluently read a book matched to my phonic ability.</p> <p>I can select vocabulary to improve my writing.</p> <p>I can check my written work and make any changes where necessary.</p> <p>I know that a sentence starts with a capital letter and ends with a full stop.</p>	<p>I can read Phase 4 Tricky words</p> <p>I can spell Phase 3 tricky words, sometimes following a model.</p> <p>I can write a sequence of simple sentences using any taught digraphs / trigraphs.</p> <p>I can fluently read a book matched to my phonic ability.</p> <p>I know that a sentence starts with a capital letter and ends with a full stop and I can begin to apply this.</p>

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<p data-bbox="129 164 309 193">Mathematics</p>  <p data-bbox="80 440 230 467">Number ELG</p> <p data-bbox="80 470 353 655">Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5</p> <p data-bbox="80 679 353 890">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 data-bbox="80 919 353 946">Numerical Patterns ELG</p> <p data-bbox="80 949 353 1026">Verbally count beyond 20, recognising the pattern of the counting system</p> <p data-bbox="80 1054 353 1211">Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <p data-bbox="80 1240 353 1396">Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p data-bbox="383 164 622 240">I can count objects, actions, and sounds from 1-5</p> <p data-bbox="383 280 645 331">I can subitise numbers 1-5.</p> <p data-bbox="383 371 658 448">I can link the quantity to the cardinal number it represents.</p> <p data-bbox="383 488 629 539">I can count forwards and backwards to 5.</p> <p data-bbox="383 579 645 598">I can use a five frame.</p> <p data-bbox="383 638 658 689">I can use jottings to represent numbers to 5.</p> <p data-bbox="383 729 651 805">I can sort objects based on different attributes e.g., colour, size, shape.</p>	<p data-bbox="685 164 947 269">I can sort quantities into groups which are the same, different and equal.</p> <p data-bbox="685 309 938 411">I can sort objects in different ways and explain my sorting with support.</p> <p data-bbox="685 451 931 521">I can say which group has more and which group has less.</p> <p data-bbox="685 561 947 632">I can use the language of equal to when two groups are the same.</p> <p data-bbox="685 671 947 799">I can say what will be one more than a given number up to 5 using concrete objects and a number line.</p> <p data-bbox="685 839 947 938">I can say what will be one more than a given number up to 5 by counting aloud.</p> <p data-bbox="685 978 947 1106">I can say what will be one less than a given number up to 5 using concrete objects and a number line.</p> <p data-bbox="685 1145 925 1248">I can say what will be one less than a given number up to 5 by counting aloud.</p> <p data-bbox="685 1287 947 1415">I can use the language of earlier than/ later than/ before and after. I can sequence at least 4 events in order.</p>	<p data-bbox="987 164 1249 240">I know that a number can be made up of two smaller numbers.</p> <p data-bbox="987 280 1249 392">I can arrange compositions of number bonds to 5 in different ways.</p> <p data-bbox="987 432 1249 515">I can begin to show a knowledge of number bonds by heart.</p> <p data-bbox="987 555 1263 632">I can count and represent objects up to 10.</p> <p data-bbox="987 671 1263 748">I can link the quantity to the cardinal number it represents.</p> <p data-bbox="987 788 1240 928">I can count forwards and backwards to 10 sometimes using a number line with support.</p> <p data-bbox="987 968 1256 987">I can use a tens frame.</p> <p data-bbox="987 1027 1256 1133">I can compare two quantities up to 10, saying which has more or fewer items.</p>	<p data-bbox="1290 164 1552 240">I can combine two groups to find the whole.</p> <p data-bbox="1290 280 1552 421">I can arrange compositions of number bonds to 10 in different ways using a tens frame.</p> <p data-bbox="1290 461 1552 544">I am beginning to learn some number bonds to ten with support.</p> <p data-bbox="1290 584 1552 689">I can partition numbers to 10 in a part whole model sometimes with support.</p> <p data-bbox="1290 729 1552 834">I can use the language of partitioning to explain my part-whole model.</p> <p data-bbox="1290 874 1552 957">I can recognise and name some basic 2-D and 3-D shapes.</p> <p data-bbox="1290 997 1552 1074">I will add and subtract using number sentences.</p>	<p data-bbox="1592 164 1854 240">I can count on from a given number up to 10 using a number line.</p> <p data-bbox="1592 280 1854 363">I can count back from a given number up to 10 using a number line.</p> <p data-bbox="1592 403 1854 486">I can count aloud counting on from a given number up to 10.</p> <p data-bbox="1592 526 1854 603">I can count aloud counting back from a given number up to 10.</p> <p data-bbox="1592 643 1854 694">I can count forwards and backwards to 20.</p> <p data-bbox="1592 734 1854 810">I can use ten frames to make numbers to 10 and beyond.</p> <p data-bbox="1592 850 1854 901">I can share quantities equally.</p>	<p data-bbox="1895 164 2157 202">I know that doubling means twice as many.</p> <p data-bbox="1895 234 2157 295">I can double a given number using concrete objects and jottings.</p> <p data-bbox="1895 327 2157 387">I can recall some doubling facts up to 10 sometimes with support.</p> <p data-bbox="1895 419 2157 458">I can share a given quantity into two equal groups.</p> <p data-bbox="1895 489 2157 550">I can halve a whole number by sorting it into two equal groups.</p> <p data-bbox="1895 582 2157 665">I can represent my understanding of doubling, halving and sharing in different ways.</p> <p data-bbox="1895 697 2157 758">I know that when a group can't be shared equally, it is odd.</p> <p data-bbox="1895 790 2157 828">I know that when a group can be shared equally, it is even.</p> <p data-bbox="1895 860 2157 898">I can represent odd and even numbers in different ways.</p> <p data-bbox="1895 930 2112 949">I can count beyond 20.</p>

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<p>Understanding the World</p>  <p>Past and Present ELG 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</p> <p>People Culture and Communities ELG 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.</p> <p>The Natural World ELG 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>	<p>I can talk about people who are important in my life.</p> <p>I can talk about how I have changed since I was a baby.</p> <p>I can talk about the changes I observe in my environment.</p> <p>I can comment on images of familiar situations in the past.</p> <p>I know the names of different body parts and I can identify ways to stay healthy.</p> <p>I can talk about the seasons and how these change the environment throughout the year-Autumn</p> <p>I understand the terms 'same' and 'different'.</p> <p>I can make a simple map of my classroom and outdoor space.</p>	<p>I can talk about key features in my local environment</p> <p>I can talk about how my local environment is the same / different from the environment in stories.</p> <p>I can describe changes in state</p> <p>I can talk about different religions / cultures; how they are similar and different from my own</p> <p>I can talk about the settings of well-known traditional tales.</p>	<p>I can name different animals and their body parts.</p> <p>I can draw / paint / collage / make models of animals that I've observed or researched or found in books</p> <p>I can talk about the seasons and how these change the environment throughout the year-Winter</p> <p>I can describe changes in water as it freezes and melts</p> <p>I can say which animals live in different environments and how they adapt to those environments</p> <p>I can talk about the life cycle of plants and animals and what they need to survive.</p>	<p>I can talk about the seasons and how these change the environment throughout the year-Spring</p> <p>I can talk about what plants need to grow and how to keep plants healthy.</p> <p>I can identify features of a castle and how castles have changed over time.</p> <p>I can compare characters from stories, including figures from the past.</p> <p>I can explore and describe some different materials and I know that some materials can change</p>	<p>I can compare the lives of other people in the past with my life now.</p> <p>I can talk about the past in contrast to the present using pictures, characters and stories.</p> <p>I can show how different religions / cultures are similar and different from my own</p> <p>I can name significant people who have travelled in space</p> <p>I can talk about ways in which we can help to look after our planet.</p>	<p>I can talk about how my local environment is the same / different from the environment in stories.</p> <p>I can differentiate between land and water.</p> <p>I can draw / paint / collage plants that I've observed or researched</p> <p>I can talk about the seasons and how these change the environment throughout the year-Summer</p> <p>I can say which plants live in different environments and how they adapt to those environments</p> <p>I can make simple maps of my local environment.</p> <p>I can talk about the development of the railways and what trains were like in the past.</p>

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<p>Expressive Arts and Design</p>  <p>Creating with Materials ELG 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; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive ELG 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>I can use a pen, pencil, chalk, pastel to draw a self-portrait.</p> <p>I can use a camera to take photos of myself and my friends.</p> <p>I can create a collage using scissors, glue and colours effectively.</p> <p>I know who Jackson Pollock is and can talk about his style.</p> <p>I can name colours and use them for a purpose.</p> <p>I can create using junk modelling - say what my creation is and how it was made.</p> <p>I can act out my own narratives with others, based on my everyday experiences</p> <p>I can sing and perform nursery rhymes.</p> <p>I can keep a steady pulse with some accuracy (clapping, marching, tapping)</p>	<p>I can explore different textures and materials to make houses.</p> <p>I can mix colours and create different shades.</p> <p>I know what a silhouette is and how to create one.</p> <p>I can create a chair for Baby Bear/I can use different textures and materials to make houses for the three little pigs.</p> <p>I know who Kandinsky is and can talk about his style.</p> <p>I can say what my creation is and talk about it with support.</p> <p>I can retell known stories using props and puppets</p> <p>I can sing new songs once they've been taught to me I can perform actions to accompany songs.</p>	<p>I can create prints using a variety of techniques.</p> <p>I can use my observation to draw in more detail.</p> <p>I know who Andy Goldsworthy is and can talk about his style.</p> <p>I can talk about my creation and say what I like about it.</p> <p>I have a repertoire of songs which I can sing from memory</p> <p>I can move rhythmically to music</p> <p>I am beginning to make up my own stories using props and puppets</p> <p>I know who Eric Carle is and can talk about his illustration style.</p>	<p>I know where different materials come from.</p> <p>I can mix materials to create different textures.</p> <p>I can mix techniques to create different textures.</p> <p>I can explain my creative choices.</p> <p>I can create a bridge strong enough to hold the weight of the 3 Billy Goats Gruff.</p> <p>I can perform by singing and dancing</p> <p>I make up my own stories with props and puppets, using language which has been influenced by reading</p>	<p>I can recognise the way patterns are made in different cultures.</p> <p>I can use patterns to inspire my own work.</p> <p>I can say how I could improve my work.</p> <p>I know who Vincent Van Gogh is and can talk about his work.</p> <p>I can talk about how different types of music make me feel.</p> <p>I can listen to and respond to recorded music from different traditions, genres, styles and times.</p>	<p>I know who Piet Mondrian is and can talk about his work.</p> <p>I know who Monet is and can talk about his style.</p> <p>I can use watercolours to create a still life picture.</p> <p>I can design and make my own sculpture.</p> <p>I can explore different vehicles – how they move.</p> <p>I can explain the creative choices of others.</p> <p>I can name a few different musical / dance styles</p> <p>I can explore and explain what makes a good sun hat, looking at different materials</p>

EYFS Autumn 1 Milestones to work towards to be 'on track'

CLL	PSE	PHS	Lit	Maths	UW	EA
<p>I can listen to and join in with songs, rhymes stories and associated actions</p> <p>I understand how to listen carefully and know why it is important.</p> <p>I talk in full sentences, sometimes with support.</p> <p>I will talk in front of a small group and my teacher, offering my own ideas.</p> <p>I retell the main points of my favourite stories</p> <p>I can answer <i>where, when, how and why</i> questions, sometimes adding more detail to my answers.</p> <p>I can talk about myself and others.</p> <p>I am learning new vocabulary.</p>	<p>I can use basic vocabulary (happy, sad) to identify and explain my emotions.</p> <p>I can show a developing understanding of classroom rules and routines.</p> <p>I can listen to and complete 2 part instructions given by my teachers.</p> <p>I can ask for help from familiar adults or other children when I need it.</p> <p>I can make independent choices in the learning environment sometimes with support.</p> <p>I can begin to understand how to deal with feelings using the Zones of Regulation.</p> <p>I can seek support from adults and gain confidence to speak to peers and adults.</p>	<p>I can begin to negotiate spaces effectively.</p> <p>I can use one handed tools safely and find what need in the environment e.g., scissors, knives, forks, pencils, paintbrushes.</p> <p>I can explore different ways of moving, including marching, tiptoeing, and squatting</p> <p>I can go to the toilet independently, wash my hands, say when I'm hungry / thirsty / feeling unwell, line up and follow instructions.</p> <p>I can begin to talk about the different factors that support my overall health and well-being e.g. tooth brushing.</p> <p>I will begin to use a tripod grip when using mark making tools.</p>	<p>I can orally blend and segment</p> <p>I can read and I am beginning to write my name</p> <p>I can name the first 10 letter sound correspondences (Phase 2), sometimes with support.</p> <p>I know what the GPCs look like.</p> <p>I know that words can be written</p> <p>I can give meaning to the marks I make.</p>	<p>I can count objects, actions, and sounds from 1-5</p> <p>I can subitise numbers 1-5.</p> <p>I can link the quantity to the cardinal number it represents.</p> <p>I can count forwards and backwards to 5.</p> <p>I can use a five frame.</p> <p>I can use jottings to represent numbers to 5.</p> <p>I can sort objects based on different attributes e.g., colour, size, shape.</p>	<p>I can talk about people I know in my life</p> <p>I can talk about how I have changed since I was a baby.</p> <p>I can talk about the changes I observe in my environment.</p> <p>I can comment on images of familiar situations in the past.</p> <p>I know the names of different body parts and I can identify ways to stay healthy.</p> <p>I can talk about the seasons and how these change the environment throughout the year- Autumn</p> <p>I understand the terms 'same' and 'different'.</p> <p>I can make a simple map of my classroom and outdoor space.</p>	<p>I can use a pen, pencil, chalk, pastel to draw a self-portrait.</p> <p>I can use a camera to take photos of myself and my friends.</p> <p>I can create a collage using scissors, glue and colours effectively.</p> <p>I know who Jackson Pollock is and can talk about his style.</p> <p>I can name colours and use them for a purpose.</p> <p>I can create using junk modelling - say what my creation is and how it was made.</p> <p>I can act out my own narratives with others, based on my everyday experiences</p> <p>I can sing and perform nursery rhymes.</p> <p>I can keep a steady pulse with some accuracy (clapping, marching, tapping)</p>

EYFS Autumn 2 Milestones to work towards to be 'on track'

CLL	PSE	PHS	Lit	Maths	UW	EA
<p>I can retell known stories in my own words, with some support</p> <p>I can offer my own ideas and recall experiences using new words I've learnt.</p> <p>I can make up my own stories with support.</p> <p>I can describe features of traditional stories</p> <p>I am beginning to understand how and why questions.</p> <p>I am learning new vocabulary and will use it throughout the day.</p> <p>I can articulate my ideas and thoughts in well-formed sentences.</p>	<p>I can talk about how I am feeling and consider others feelings.</p> <p>I follow classroom rules and routines.</p> <p>I will begin to develop friendships.</p> <p>I can complete two-part instructions given to me by my teacher without reminders.</p> <p>I can make independent choices in the learning environment.</p> <p>I can continue an activity until completion.</p> <p>I can work with my friends to tidy the learning environment by following a model.</p> <p>I can describe the quantities of a friend.</p>	<p>I know which hand to write with.</p> <p>I can use a pen, pencil, scissors, or paintbrush to follow along / trace a line / shape</p> <p>I can form identifiable letters, following a model.</p> <p>I can show coordination when demonstrating gross motor movements i.e. rolling, crawling, skipping, hopping, jumping etc).</p> <p>I can explore different ways of moving and using equipment.</p> <p>I can balance on 1 leg.</p> <p>I can hold a position for 10 seconds.</p> <p>I know how to use the trim trail safely.</p>	<p>I can confidently read the first 19 letter sound correspondences (Phase 2)</p> <p>I can read all Phase 2 Tricky words</p> <p>I can read CVC words</p> <p>I attempt to form letter shapes matched to sounds.</p> <p>I can fluently read a book matched to my phonic ability.</p> <p>I understand key vocabulary linked to our project.</p> <p>I can listen to familiar stories and be able to recall facts/events.</p>	<p>I can sort quantities into groups which are the same, different and equal.</p> <p>I can sort objects in different ways and explain my sorting with support.</p> <p>I can say which group has more and which group has less.</p> <p>I can use the language of equal to when two groups are the same.</p> <p>I can say what will be one more than a given number up to 5 using concrete objects and a number line.</p> <p>I can say what will be one more than a given number up to 5 by counting aloud.</p> <p>I can say what will be one less than a given number up to 5 using concrete objects and a number line.</p> <p>I can say what will be one less than a given number up to 5 by counting aloud.</p> <p>I can use the language of earlier than/ later than/ before and after.</p> <p>I can sequence at least 4 events in order.</p>	<p>I can talk about key features in my local environment</p> <p>I can talk about how my local environment is the same / different from the environment in stories.</p> <p>I can describe changes in state</p> <p>I can talk about different religions / cultures; how they are similar and different from my own</p> <p>I can talk about the settings of well-known traditional tales.</p>	<p>I can create patterns using shapes and colours.</p> <p>I can mix colours and create different shades.</p> <p>I know what a silhouette is and how to create one.</p> <p>I can create a chair for Baby Bear/I can use different textures and materials to make houses for the three little pigs.</p> <p>I know who Kandinsky is and can talk about his style.</p> <p>I can say what my creation is and talk about it with support.</p> <p>I can retell known stories using props and puppets</p> <p>I can sing new songs once they've been taught to me</p> <p>I can perform actions to accompany songs</p>

EYFS Spring 1 Milestones to work towards to be 'on track'

CLL	PSE	PHS	Lit	Maths	UW	EA
<p>I can recall key facts from nonfiction texts we've been reading, with support</p> <p>I can make up my own simple stories following a simple beginning, middle, end structure.</p> <p>I am beginning to offer simple explanations and opinions using new words I've learnt</p> <p>I can ask questions to find out more and to check I understand what had been said to me.</p> <p>I can talk in sentences using conjunctions, e.g and, because.</p> <p>I can describe events in some detail.</p>	<p>I can stay focused during longer whole class lessons.</p> <p>I can follow more complex instructions given to me by my teacher.</p> <p>I will begin to show resilience and perseverance in the face of a challenge.</p> <p>I can work with my friends to complete a project when I play.</p> <p>I can use taught strategies to support in turn taking.</p>	<p>I can use scissors effectively.</p> <p>I can form identifiable letters independently, sometimes sitting on a line.</p> <p>I can use equipment to balance, jump and land, climb.</p> <p>I can combine different movements in a sequence e.g. climb, jump, roll</p> <p>I can use core strength muscles to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>I can read the first 10 digraphs of Phase 3</p> <p>I can read Phase 3 words containing known digraphs, with support</p> <p>I can write a simple sentence containing Phase 3 digraphs with support.</p> <p>I can form some recognisable letters matched to sounds.</p> <p>I can fluently read a book matched to my phonic ability.</p> <p>I can listen to stories and I am beginning to anticipate what may happen next.</p> <p>I am beginning to use key vocabulary linked to our project.</p>	<p>I know that a number can be made up of two smaller numbers.</p> <p>I can arrange compositions of number bonds to 5 in different ways.</p> <p>I can begin to show a knowledge of number bonds by heart.</p> <p>I can count and represent objects up to 10.</p> <p>I can link the quantity to the cardinal number it represents.</p> <p>I can count forwards and backwards to 10 sometimes using a number line with support.</p> <p>I can use a tens frame.</p> <p>I can compare two quantities up to 10, saying which has more or fewer items.</p>	<p>I can name different animals and their body parts.</p> <p>I can draw / paint / collage / make models of animals that I've observed or researched or found in books</p> <p>I can talk about the seasons and how these change the environment throughout the year- Winter</p> <p>I can describe changes in water as it freezes and melts</p> <p>I can say which animals live in different environments and how they adapt to those environments</p> <p>I can talk about the life cycle of plants and animals and what they need to survive.</p>	<p>I can create prints using a variety of techniques.</p> <p>I can use my observation to draw in more detail.</p> <p>I know who Andy Goldsworthy is and can talk about his style.</p> <p>I can talk about my creation and say what I like about it.</p> <p>I have a repertoire of songs which I can sing from memory</p> <p>I can move rhythmically to music</p> <p>I am beginning to make up my own stories using props and puppets</p> <p>I know who Eric Carle is and can talk about his illustration style.</p>

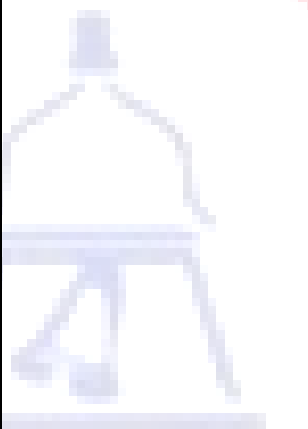
EYFS Spring 2 Milestones to work towards to be 'on track'

CLL	PSE	PHS	Lit	Maths	UW	EA
<p>I can retell known stories in greater detail, without support</p> <p>I can explain and express opinions using new words I've learnt.</p> <p>I can tell my own stories including increasing detail.</p> <p>I will engage in non-fiction books and use new vocabulary in different contexts.</p>	<p>I can identify and moderate my own feelings socially and emotionally.</p> <p>I can set myself challenges.</p> <p>I can continue an activity with sustained concentration.</p> <p>I can listen to the ideas of other children and agree on a solution and compromise.</p>	<p>I can use a template to draw around and cut out independently.</p> <p>I can use scissors to cut a variety of materials (wool, fabric, tinfoil, tissue, sometimes with support).</p> <p>I can form identifiable letters independently, on a line, with growing proportion.</p> <p>I can throw and catch with a partner.</p> <p>I can kick a ball and receive it with a partner.</p> <p>I can balance a beanbag on my head</p>	<p>I can read the first 44 letter sound correspondences (Phase 3)</p> <p>I can read Phase 3 tricky words</p> <p>I can spell Phase 2 tricky words, following a model where necessary.</p> <p>I can read and spell cvc words containing Phase 3 digraphs</p> <p>I can write simple sentences containing any Phase 3 digraphs with support.</p> <p>I can fluently read a book matched to my phonic ability.</p> <p>I am beginning to select vocabulary to improve my writing.</p> <p>I can re-read what I have written to check that it makes sense.</p>	<p>I can combine two groups to find the whole.</p> <p>I can arrange compositions of number bonds to 10 in different ways using a tens frame.</p> <p>I am beginning to learn some number bonds to ten with support.</p> <p>I can partition numbers to 10 in a part whole model sometimes with support.</p> <p>I can use the language of partitioning to explain my part-whole model.</p> <p>I can recognise and name some basic 2-D and 3-D shapes.</p> <p>I will add and subtract using number sentences.</p>	<p>I can talk about the seasons and how these change the environment throughout the year-Spring</p> <p>I can talk about what plants need to grow and how to keep plants healthy.</p> <p>I can identify features of a castle and how castles have changed over time.</p> <p>I can compare characters from stories, including figures from the past.</p> <p>I can explore and describe some different materials and I know that some materials can change</p>	<p>I know where different materials come from.</p> <p>I can mix materials to create different textures.</p> <p>I can mix techniques to create different textures.</p> <p>I can explain my creative choices.</p> <p>I can create a bridge strong enough to hold the weight of the 3 Billy Goats Gruff.</p> <p>I can perform by singing and dancing</p> <p>I make up my own stories with props and puppets, using language which has been influenced by reading</p>

EYFS Summer 1 Milestones to work towards to be 'on track'

CLL	PSE	PHS	Lit	Maths	UW	EA
<p>I can recall key facts from nonfiction texts we've been reading</p> <p>I can ask questions to find out more</p> <p>I can use talk about the past, using new words I've learnt</p> <p>I speak in longer sentences joined by conjunctions following a spoken model.</p> <p>I will use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>I can talk about my feelings in detail.</p> <p>I can complete challenges I have set for myself and set by an adult.</p> <p>I can adapt and refine my thinking and actions when I encounter a problem in my play.</p> <p>I will have the confidence to communicate with adults around the school.</p>	<p>I can use scissors to cut a variety of materials to independently support my model making / artwork.</p> <p>I can form some capital letters matched to lower case letters that I know, with some support.</p> <p>I can play group games which involve ball skills and control of large-scale movements.</p> <p>I can talk about the factors that support my health and wellbeing (Healthy Schools week).</p>	<p>I can confidently read the first 44 letter sound correspondences (Phase 3)</p> <p>I can read and spell longer words containing adjacent consonants</p> <p>I can write a sequence of simple sentences using any taught digraphs / trigraphs with support.</p> <p>I am beginning to read Phase 4 Tricky words.</p> <p>I can form letters correctly.</p> <p>I can fluently read a book matched to my phonic ability.</p> <p>I can select vocabulary to improve my writing.</p> <p>I can check my written work and make any changes where necessary.</p> <p>I know that a sentence starts with a capital letter and ends with a full stop.</p>	<p>I can count on from a given number up to 10 using a number line.</p> <p>I can count back from a given number up to 10 using a number line.</p> <p>I can count aloud counting on from a given number up to 10.</p> <p>I can count aloud counting back from a given number up to 10.</p> <p>I can count forwards and backwards to 20.</p> <p>I can use ten frames to make numbers to 10 and beyond.</p> <p>I can share quantities equally.</p>	<p>I can compare the lives of other people in the past with my life now.</p> <p>I can talk about the past in contrast to the present using pictures, characters and stories.</p> <p>I can show how different religions / cultures are similar and different from my own</p> <p>I can name significant people who have travelled in space</p> <p>I can talk about ways in which we can help to look after our planet.</p>	<p>I can recognise the way patterns are made in different cultures.</p> <p>I can use patterns to inspire my own work.</p> <p>I can say how I could improve my work.</p> <p>I know who Vincent Van Gogh is and can talk about his work.</p> <p>I can talk about how different types of music make me feel.</p> <p>I can listen to and respond to recorded music from different traditions, genres, styles and times.</p>

EYFS Summer 2 Milestones to work towards to be 'on track'

CLL	PSE	PHS	Lit	Maths	UW	EA
<p>I can ask questions and explain what I understand by the answers.</p> <p>I can use talk to plan using new words I've learnt.</p> <p>I can have conversations with adults and peers with back and forth exchanges.</p> <p>The stories I make up include aspects of story language</p> <p>I will use talk in sentences using a range of tenses.</p>	<p>ELG Achieved</p> 	<p>I can use a tripod grip to form all letters (lower and upper case)</p> <p>I can travel with confidence and skill, negotiating space independently.</p> <p>I can independently use a range of large and small apparatus indoors and outside.</p> <p>I can understand the importance of exercise and healthy eating.</p>	<p>I can read Phase 4 Tricky words</p> <p>I can spell Phase 3 tricky words, sometimes following a model.</p> <p>I can write a sequence of simple sentences using any taught digraphs / trigraphs.</p> <p>I can fluently read a book matched to my phonic ability.</p> <p>I know that a sentence starts with a capital letter and ends with a full stop and I can begin to apply this.</p>	<p>I know that doubling means twice as many.</p> <p>I can double a given number using concrete objects and jottings.</p> <p>I can recall some doubling facts up to 10 sometimes with support.</p> <p>I can share a given quantity into two equal groups.</p> <p>I can halve a whole number by sorting it into two equal groups.</p> <p>I can represent my understanding of doubling, halving and sharing in different ways.</p> <p>I know that when a group can't be shared equally, it is odd.</p> <p>I know that when a group can be shared equally, it is even.</p> <p>I can represent odd and even numbers in different ways.</p> <p>I can count beyond 20.</p>	<p>I can talk about how my local environment is the same / different from the environment in stories.</p> <p>I can draw / paint / collage plants that I've observed or researched</p> <p>I can talk about the seasons and how these change the environment throughout the year-Summer</p> <p>I can say which plants live in different environments and how they adapt to those environments</p> <p>I can make simple maps of my local environment.</p>	<p>I know who Piet Mondrian is and can talk about his work.</p> <p>I know who Monet is and can talk about his style.</p> <p>I can use watercolours to create a still life picture.</p> <p>I can design and make my own sculpture.</p> <p>I can explain the creative choices of others.</p> <p>I can name a few different musical / dance styles</p>