



EYFS Progression

Communication and Language				
Early Learning Goal	30-50 months	40-60 months	Expected Level	Exceeding
Listening and Attention	<p>Listen to others one to one or in small groups, when conversation interests them</p> <p>Listen to stories with increasing attention and recall</p> <p>Join in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Focus own attention</p> <p>Is able to follow directions (if not intently focused on own choice of activity)</p>	<p>Maintain attention, concentrate and sit quietly during appropriate activity</p> <p>Listen and do for short span</p>	<p>Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.</p>	<p>Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.</p>
Understanding	<p>Understand use of objects</p> <p>Show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture</p> <p>Respond to simple instructions</p> <p>Begin to understand 'why' and 'how' questions</p>	<p>Respond to instructions involving a two-part sequence.</p> <p>Understands humour, e.g. nonsense rhymes, jokes</p> <p>Follow a story without pictures or props.</p> <p>Listen and respond to ideas expressed by others in conversation or discussion</p>	<p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions, which contain several parts, in a sequence.</p>
Speaking	<p>Begin to use more complex sentences to link thoughts (e.g. <i>using and, because</i>)</p> <p>Retell a simple past event in correct</p>	<p>Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p>	<p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when</p>	<p>Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities,</p>

	<p>order</p> <p>Use talk to connect ideas, explain what is happening and anticipate what might happen next</p> <p>Recall and relive past experiences</p> <p>Question why things happen and gives explanations.</p> <p>Use a range of tenses</p> <p>Use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>Use vocabulary focused on objects and people that are of particular importance to them</p> <p>Build up vocabulary that reflects the breadth of their experiences</p> <p>Use talk in pretending that objects stand for something else in play</p>	<p>Use language to imagine and recreate roles and experiences in play situations</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Introduces a storyline or narrative into their play</p>	<p>talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p>
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Physical Development

Early Learning Goal	30-50 months	40-60 months	Expected Level	Exceeding
Moving and Handling	<p>Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</p> <p>Mount stairs, steps or climbing equipment using alternate feet</p>	<p>Experiment with different ways of moving</p> <p>Jump off an object and land appropriately</p> <p>Negotiate space successfully when playing racing/chasing games, adjusting</p>	<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.</p>

	<p>Walk downstairs, two feet to each step while carrying a small object</p> <p>Run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles</p> <p>Stand momentarily on one foot when shown.</p> <p>Catch a large ball</p> <p>Draw lines and circles using gross motor movements.</p> <p>Use one-handed tools and equipment, e.g. makes snips in paper with child scissors</p> <p>Hold pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Hold pencil near point between first two fingers and thumb and uses it with good control</p> <p>Copy some letters, e.g. letters from their name</p>	<p>speed or changing direction to avoid obstacles</p> <p>Travel with confidence and skill around, under, over and through balancing and climbing equipment</p> <p>Show increasing control over an object in pushing, patting, throwing, catching or kicking it</p> <p>Use simple tools to affect changes to materials</p> <p>Handle tools, objects, construction and malleable materials safely and with increasing control</p> <p>Show a preference for a dominant hand</p> <p>Begin to use anticlockwise movement and retrace vertical lines</p> <p>Begin to form recognisable letters</p> <p>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed</p>		
<p>Health and Self-care</p>	<p>Can tell adults when hungry or tired or when they want to rest or play</p> <p>Observe the effects of activity on their bodies</p> <p>Understand that equipment and tools have to be used safely</p>	<p>Eat a healthy range of foodstuffs and understand need for variety in food</p> <p>Usually dry and clean during the day</p> <p>Show some understanding of good practices with regard to exercise, eating, sleeping and hygiene</p>	<p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.</p>

	<p>Gain more bowel and bladder control and can attend to toileting needs most of the time themselves</p> <p>Can usually manage washing and drying hands</p> <p>Dress with help</p> <p>When held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom</p>	<p>Show understanding of the need for safety when tackling new challenges, and consider and manage some risks</p> <p>Show understanding of how to transport and store equipment safely</p> <p>Practise some appropriate safety measures without direct supervision</p>		
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Personal, Social and Emotional Development

Early Learning Goal	30-50 months	40-60 months	Expected Level	Exceeding
Self-confidence and Self-awareness	<p>Select and use activities and resources with help</p> <p>Welcome and value praise for what they have done</p> <p>Enjoy responsibility of carrying out small tasks</p> <p>Outgoing towards unfamiliar people and more confident in new social situations</p> <p>Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>Show confidence in asking adults for help</p>	<p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Describe self in positive terms and talk about abilities.</p>	<p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p>Children are confident to speak to a class group. They can talk about the things they enjoy, and are good at, and about the things they don't find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</p>
Managing Feelings and Behaviour	<p>Aware of own feelings, and know that some actions and words can hurt others' feelings</p>	<p>Understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p>	<p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work</p>	<p>Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without</p>

	<p>Begin to accept the needs of others and can take turns and share resources, sometimes with support from others</p> <p>Can usually tolerate delay when needs are not immediately met, and understand wishes may not always be met</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine</p>	<p>Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>Begin to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>	<p>as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.</p>
Making Relationships	<p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children</p> <p>Initiate play, offering cues to peers to join them</p> <p>Keep play going by responding to what others are saying or doing</p> <p>Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p>	<p>Initiate conversations, attend to and take account of what others say.</p> <p>Explain own knowledge and understanding, and ask appropriate questions of others.</p> <p>Take steps to resolve conflicts with other children, e.g. finding a compromise.</p>	<p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>Children play group games with rules. They understand someone else's point of view can be different to theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.</p>

Literacy

Early Learning Goal	30-50 months	40-60 months	Expected Level	Exceeding
Reading	<p>Enjoy rhyming and rhythmic activities</p> <p>Show awareness of rhyme and alliteration</p> <p>Recognise rhythm in spoken words</p>	<p>Continue a rhyming string</p> <p>Hear and say the initial sound in words</p> <p>Segment the sounds in simple words and blend them together and knows which letters represent some of them</p>	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</p>	<p>Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.</p>

	<p>Listen to and joins in with stories and poems, one-to-one and also in small groups</p> <p>Join in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Begin to be aware of the way stories are structured</p> <p>Suggest how the story might end</p> <p>Listen to stories with increasing attention and recall</p> <p>Describe main story settings, events and principal characters</p> <p>Show interest in illustrations and print in books and print in the environment</p> <p>Recognise familiar words and signs such as own name and advertising logos</p> <p>Look at books independently</p> <p>Handle books carefully</p> <p>Know information can be relayed in the form of print</p> <p>Hold books the correct way up and turn pages</p> <p>Know that print carries meaning and, in English, is read from left to right and top to bottom.</p>	<p>Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Begin to read words and simple sentences</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books</p> <p>Enjoy an increasing range of books</p> <p>Know that information can be retrieved from books and computers</p>		
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<p>Writing</p>	<p>Sometimes give meaning to marks as they draw and paint.</p> <p>Ascribe meanings to marks that they see in different places.</p>	<p>Give meaning to marks they make as they draw, write and paint.</p> <p>Begin to break the flow of speech into words.</p> <p>Continue a rhyming string.</p> <p>Hear and say the initial sound in words.</p> <p>Segment the sounds in simple words and blend them together.</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Write own name and other things such as labels, captions.</p> <p>Attempt to write short sentences in meaningful contexts.</p>	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.</p>
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Mathematics

Early Learning Goal	30-50 months	40-60 months	Expected Level	Exceeding
<p>Numbers</p>	<p>Use some number names and number language spontaneously.</p> <p>Use some number names accurately in play.</p> <p>Recite numbers in order to 10.</p>	<p>Recognise some numerals of personal significance.</p> <p>Recognise numerals 1 to 5.</p> <p>Count up to three or four objects by saying one number name for each item.</p>	<p>Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<p>Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.</p>

	<p>Know that numbers identify how many objects are in a set.</p> <p>Begin to represent numbers using fingers, marks on paper or pictures.</p> <p>Sometimes match numeral and quantity correctly.</p> <p>Show curiosity about numbers by offering comments or asking questions.</p> <p>Compare two groups of objects, saying when they have the same number.</p> <p>Show an interest in number problems.</p> <p>Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Show an interest in numerals in the environment.</p> <p>Show an interest in representing numbers.</p> <p>Realise not only objects, but anything can be counted, including steps, claps or jumps.</p>	<p>Count actions or objects which cannot be moved.</p> <p>Count objects to 10, and beginning to count beyond 10.</p> <p>Count out up to six objects from a larger group.</p> <p>Select the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Count an irregular arrangement of up to ten objects.</p> <p>Estimate how many objects they can see and check by counting them.</p> <p>Use the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Find the total number of items in two groups by counting all of them.</p> <p>Say the number that is one more than a given number.</p> <p>Find one more or one less from a group of up to five objects, then ten objects.</p> <p>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</p> <p>Record, using marks that they can interpret and explain.</p>		
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		Begin to identify own mathematical problems based on own interests and fascinations.		
Shape, Space and Measures	<p>Show an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Show awareness of similarities of shapes in the environment.</p> <p>Use positional language.</p> <p>Show interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p>Show interest in shapes in the environment.</p> <p>Use shapes appropriately for tasks.</p> <p>Begin to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p>	<p>Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Select a particular named shape.</p> <p>Describe their relative position such as 'behind' or 'next to'.</p> <p>Order two or three items by length or height.</p> <p>Order two items by weight or capacity.</p> <p>Use familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Use everyday language related to time.</p> <p>Begin to use everyday language related to money.</p> <p>Order and sequences familiar events.</p> <p>Measure short periods of time in simple ways.</p>	Shape, space and measures: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	Shape, space and measures: Children estimate, measure, weigh, and compare and order objects and talk about properties, position and time.

Understanding The World

Early Learning Goal	30-50 months	40-60 months	Expected Level	Exceeding
People and Communities	Show interest in the lives of people who are familiar to them.	Enjoy joining in with family customs and routines.	Children talk about past and present events in their own lives and in the lives of family members. They know	Children know the difference between past and present events in their own lives and some reasons why people's

	<p>Remember and talk about significant events in their own experience.</p> <p>Recognise and describe special times or events for family or friends.</p> <p>Show interest in different occupations and ways of life.</p> <p>Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>		<p>that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p>
The World	<p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Talk about why things happen and how things work.</p> <p>Develop an understanding of growth, decay and changes over time.</p> <p>Show care and concern for living things and the environment.</p>	<p>Look closely at similarities, differences, patterns and change.</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation</p>
Technology	<p>Know how to operate simple equipment</p> <p>Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p>	<p>Complete a simple program on a computer.</p> <p>Use ICT hardware to interact with age-appropriate computer software.</p>	<p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need – for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.</p>

	<p>Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p>Know that information can be retrieved from computers</p>			
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Expressive Arts and Design

Early Learning Goal	30-50 months	40-60 months	Expected Level	Exceeding
<p>Exploring and Using Media and Materials</p>	<p>Enjoy joining in with dancing and ring games.</p> <p>Sing a few familiar songs.</p> <p>Begin to move rhythmically.</p> <p>Imitate movement in response to music .</p> <p>Tap out simple repeated rhythms.</p> <p>Explore and learn how sounds can be changed.</p> <p>Explore colour and how colours can be changed.</p> <p>Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Begin to be interested in and describe the texture of things.</p> <p>Use various construction materials.</p>	<p>Begin to build a repertoire of songs and dances.</p> <p>Explore the different sounds of instruments.</p> <p>Explore what happens when they mix colours.</p> <p>Experiment to create different textures.</p> <p>Understand that different media can be combined to create new effects.</p> <p>Manipulate materials to achieve a planned effect.</p> <p>Construct with a purpose in mind, using a variety of resources.</p> <p>Use simple tools and techniques competently and appropriately.</p> <p>Select appropriate resources and adapts work where necessary.</p>	<p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p>

	<p>Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Join construction pieces together to build and balance.</p> <p>Realise tools can be used for a purpose.</p>	<p>Select tools and techniques needed to shape, assemble and join materials they are using.</p>		
<p>Being Imaginative</p>	<p>Develop preferences for forms of expression.</p> <p>Use movement to express feelings.</p> <p>Create movement in response to music.</p> <p>Sing to self and make up simple songs.</p> <p>Make up rhythms.</p> <p>Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>Engage in imaginative role-play based on own first-hand experiences.</p> <p>Build stories around toys.</p> <p>Use available resources to create props to support role-play.</p> <p>Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>	<p>Create simple representations of events, people and objects.</p> <p>Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Choose particular colours to use for a purpose.</p> <p>Introduce a storyline or narrative into their play.</p> <p>Play alongside other children who are engaged in the same theme.</p> <p>Play cooperatively as part of a group to develop and act out a narrative.</p>	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strength of others.</p>