

# EYFS Progression Document

## Northgate – F1 – Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>C&amp;L</b> Listening, Attention and Understanding	Starting to listen to adults around them and will respond to very simple requests, usually on their own terms.	More likely to listen to and respond to a simple request or instruction. Starting to understand more of the 'F1-specific' vocabulary.	Will respond to simple questions and attempt to answer by speaking, pointing or gesturing.	Can listen for a longer period but will need prompting to maintain focus. Will use characters in their play but not necessarily the features of the characters or the events from a story.	Is starting to use some new vocabulary and join in with songs, stories and rhymes.	Can remember the main events in a story and will follow a single instruction with little support.
<b>C&amp;L</b> Speaking	Pupils communicate through words and gestures and combine words to meaningful phrases and sentences.		Pupils are starting to engage in longer dialogues.		Pupils are more confident when using fantasy language in play.	
<b>PSED</b> Self-Regulation	Knowing what is expected in nursery in very simple terms, e.g. where we put our coat, we sit down when we eat, we listen to stories together.	Asserting themselves as an individual person with likes and dislikes.	Finds what they want to play with and stays with the activity for longer periods of time. Starts to show a preference.	More aware of the choices around them and the other pupils around them and starting to interact.	Starts to be more confident to play with others and notices when other pupils are happy and sad.	Starting to show responsibility for their own feelings and their own play.
<b>PSED</b> Managing Self	Finding comfort in the familiar. Knowing what comforts them and how to soothe themselves when necessary.	Aware that things don't always go their way and when they are upset an adult with help them.	Start to comply with the boundaries of school, knowing there are rules.	Be more confident in the school setting, being less upset or nervous with unfamiliar people or events.	More aware of others around them and the need to take account of others around them.	Able to manage a task, seeing it through from beginning to end.
<b>PSED</b> Building Relationships	Forms an attachment with an adult in the setting.	Will play alongside other pupils.	Starts to 'dip' into others' play.	Is more aware of others in the setting and starts to interact during play.	Is interested in other pupils' play and may start to observe with interest and join in the game.	Joins in with others' play.

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PD Gross Motor Skills	Showing some control over their body.	Showing some control over their choice of tools.	Showing increasing development of control over trickier tools, e.g. a flag, a spade.	Starting to control the body to work with others.	Good control in large movements like changing direction when running.	Beginning to control smaller tools.
PD Fine Motor Skills	Will use a range of tools and equipment.	Will use a range of tools and equipment with some control.	Starts to recognise the changes they can make using tools and equipment.	Showing more fine motor control with tools.	Showing finer control with smaller tools whilst still needing some help with tricky things like buttons.	Being more in control of the tools being used, e.g. can make more-controlled marks with crayons and pencils.
Literacy Comprehension	Likes to read a book with an adult.	Will talk about the pictures and what is happening.	Knows where to find the story on the page.	Can identify some signage in the classroom.	Can talk about the characters in a story, naming them and talking about them in simple terms.	Can talk about the story events in simple terms.
Literacy Word Reading	Identifies environmental sounds and can copy/repeat some.	Identifies instrumental sounds and can copy/repeat some.	Explores different ways of making sounds with their bodies, sings songs and rhymes independently.	Hears initial sound phonemes and applies knowledge to alliteration.	Explores and creates sound words. Claps syllables in words.	Reads some meaningful key words and can orally segment and blend words.
Literacy Writing	Mark making and drawing with a range of tools and equipment.	Can say what their marks mean.	Shows consideration when mark making. Starts to take their time changing their tool as the marks progress.	Can copy with increasing control.	Starting to make shapes that are recognisable as pre-letter shapes. Can start to write name as a shape.	Will write their name as a shape (physical link) and identify their name.
Maths Number	Points in sequence to a number of objects.	Starts to use some number names and starts to ascribe names to objects in a rhythmical way.	Can identify one and two objects when asked.	Subitise and count to three.	Count up to five, starting to understand cardinal principle.	Uses number in play. Can identify numerals to five.

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<b>Maths</b> Numerical Patterns	Counts rhythmically and can count in songs and rhymes.	Starts to use number comparison language.	Enjoys counting as far as they can and uses numbers in their play.	Can say what number comes next when counting and singing number songs.	Can use 'more than' to identify different groups.	Can identify when two groups have the same number.
<b>(Maths)</b> Shape, Space and Measures	Can build using different equipment of different sizes and shapes.	Can talk about their models and what they used to build their models, identifying different bricks and colours, for example.	Can sort using simple criteria.	Starts to identify simple patterns.	Can make simple comparisons.	Starts to use simple shape names.
<b>UTW</b> Past and Present	Pupils show an interest and curiosity in the people in their family and can tell us some simple facts about their family. They recognise some families have similar features.		Pupils start to be curious about the people around them. They show interest in characters in stories and also people in school.		Pupils start to use simple language about the passage of time. They comment on photographs and images and can talk about similarities and differences in simple terms.	
<b>UTW</b> People, Culture and Communities	Pupils show interest and curiosity in very simple similarities and differences between people and places.		Pupils start to know there are other countries in the world.		Pupils recognise simple features like tree, river, beach and also places that might be significant to people like church, temple, etc.	
<b>UTW</b> The Natural World	Pupils start to explore the environment around them with curiosity.		Pupils start to notice when things have changed with support from an adult.		Pupils start to understand they can influence their environment and make changes to the space around them.	
<b>EAD</b> Creating with Materials	Sings and makes sounds rhythmically. Enjoys making sounds with musical instruments and moving to music.		Imaginatively plays with small world and in the role play developing ideas and scenarios. Likes listening to music and responds to songs and music.		Shows a preference for types and methods of expression and shows more control when expressing themselves.	
<b>EAD</b> Being Imaginative and Expressive	Shows an interest in making marks and controlling the tools and equipment needed to manipulate marks on the paper.		Experimentation of marks and mark making using colour, texture and senses.		More-deliberate use of materials and colour with more-deliberate exploration of colour and changes.	

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## Northgate – F2 – Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>C&amp;L</b> Listening, Attention and Understanding	Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory).	Demonstrates good listening through increased interaction.	Showing an understanding of a broader vocabulary.	Initiates interactions and shows an understanding of more-complex questions.	Begins to express own opinions and justify them.	Early learning goal.
<b>C&amp;L</b> Speaking	Begins to show the physical attributes of a good speaker, for example, face the person they are communicating with.	Starts to interact with more confidence.	Starts to use more-appropriateness, structure and vocabulary.	Uses more-complex vocabulary.	Begins to articulate their own thoughts and ideas. Uses talk for a range of purposes.	Early learning goal.
<b>PSED</b> Self-Regulation	Begins to develop confidence and cooperation.	Increasing ability to share, recognise emotions of self and show good manners.	Beginning to find ways to resolve conflicts. Cooperates increasingly with routines.	Starts to consider the feelings of others.	Begins to understand how others might be feeling – to show empathy.	Early learning goal.
<b>PSED</b> Managing Self	Begins to develop confidence with pupils and sustained interest in play. Manages coat, toilet with help, and cutlery with support.	Builds own confidence with adults. Responds increasingly well to positive and negative experiences. Manages jumper and toilet independently.	Develops confidence in new situations. Understands classroom expectations.	Developing a positive self-image. Increased understanding of behaviour expectations and why the expectations exist.	Increased confidence and resilience and this can include supporting peers.	Early learning goal.
<b>PSED</b> Building Relationships	Shows friendly behaviour, contributing to increasingly positive play and relationships. Beginning to respond to adults well.	Initiates play, recognises some emotions better and follows instructions.	Can identify when they require support or help. Can start to play in a group more effectively.	Increasingly able to share, take turns and respond positively to other pupils.	Starts to understand the needs of other pupils and their own feelings.	Early learning goal.

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PD Gross Motor Skills	Shows an increasing awareness of what their own body can do. Engages with physical play.	Becoming increasingly aware of the space around them and what they can do in the space.	Refining the way they move in the space around them.	More confident and proficient in their movements and in using objects and equipment.	Early learning goal.	
PD Fine Motor Skills	Begins to make marks and shapes using simple equipment.	Uses a wider range of equipment to make more-refined shapes and marks, models and construction.	Adds more detail to shapes and objects created as control increases.	Shows increased control to use a range of tools to create more-complex shapes, objects and writing.	Early learning goal.	
Literacy Comprehension	Shows an interest in reading, often choosing a book to look at themselves or with friends.	Listens to a story and can give simple details about the story. Starts to use some of the events in their own play.	Can answer questions about the content of a book and shows an interest in reading by themselves.	Shows a preference for a book, story type, genre, author. Chooses to read to friends. Likes to join in with reading in class.	Can answer more-complex questions about books and stories.	Early learning goal.
Literacy Word Reading	Reads some meaningful key words and can orally segment and blend words. Beginning to link graphemes and phonemes.	Links phonemes to letters and is beginning to blend them in words. Reads high frequency words that have been taught.	Fluently reads CVC words and captions. Reads more high frequency words that have been taught. Identifies rhymes.	Beginning to apply knowledge of longer word structures using the sounds they've been taught including CCVC, CVCC and CCVCC when reading words and sentences.	Fluently reads words and sentences containing sounds and HFWs taught. Completes rhyming strings.	Early Learning goal.
Literacy Writing	Pupils have the confidence to mark make using their physical skills to increase control over tools and equipment.	Pupils mark make consistently as part of their play and can talk about the meaning of their marks.	Sentence structure is starting to be evident. Some phonic awareness is evident. Pupils are good at oral rehearsal.	Can compose a sentence well with some sentence structure more-consistently used. Phonic awareness is more evident. Physical control is evident.	Writes recognisable letters and words and reads back what has been written.	Early learning goal.
Maths Number	Counts objects and selects the numeral card (1–5).	Uses five frames and talks about the significance of the formation. Counts the total number of objects in two groups.	Subitise to five. Counts on without starting at 1.	Uses 10 frames and talks about the arrangements. Starts to estimate.	Order, identify, subitise, combine and manipulate numbers to 10.	Early learning goal.

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Maths Numerical Patterns	Uses the language of counting confidently and as part of play.	Starts to understand one more and one less.	Identifies pattern in the number system, e.g. finding all the numbers that include 5 on a 100 square, odds and evens.	Can use more, fewer, less when talking about numbers and quantities.	Knows 1 more/less than.	Early learning goal.
(Maths) Shape, Space and Measures	Sorts simple 3D shapes in the environment. Recognises and extends patterns.	Knows that the world is made of 2D and 3D shapes. Experiments with measure, ordering, comparing and discussing.	Recognises, describes and sorts some 2D and 3D shapes. Finds, creates and completes more complex patterns.	Uses language of time when talking about the day and events in their life.	Knows some units of measure and uses the language of measure relating to length, weight and capacity.	Problem solves using what they know about measure.
UTW Past and Present	Starts to talk about the passage of time and understands significant events in their own timeline.	Can talk about their own family and the people around them, describing features about them.	Starts to understand events outside their own timeline. Understands 'different'.	Talks about events of personal significance. Starts to understand 'similarity'.	Sequences events using time-specific vocabulary.	Early learning goal.
UTW People, Culture and Communities	Knows features of their own environment.	Knows that there are different and significant celebrations.	Knows there are locations beyond their own and that these are represented in different ways.	Knows some features of a different environment and what makes it different.	Identifies some features of personal significance and some features that others find significant.	Early learning goal.
UTW The Natural World	Notices features of the immediate environment.	Starts to talk about changes like the weather.	Starts to show curiosity and wonder when involved in investigations.	Starts to talk about the passage of time in relation to changes.	Shows some understanding of difference.	Early learning goal.
EAD Creating with Materials	Uses what they know and what they like to be musical and to create role play. Begins to show an understanding and enjoyment of music and arts.		Devises their own role play with greater sophistication. Music becomes more melodic and meaningful. They can talk about music, what it sounds like and what it makes them think of.		Early learning goal.	
EAD Being Imaginative and Expressive	Beginning to understand colour, shape and space. Knows how to put things together in a basic way.		Pupils' creations are more clearly representational and outcomes have a more easily identifiable purpose.		Early learning goal.	



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