**EYFS Progression Grid for working at ARE and MTPs**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Half Termly Assessments** | | | | | | |
| **Pupil Asset Levels** | **Baseline** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Significantly Well Below** | 0-3  Beg/Beg+ | 0-3  Beg - Dev | 0-3  All stages  3 – 4 years  Beg | 0-3  All stages  3 – 4 years  Beg - Dev | 0 – 3 and  3 – 4  Beg - Dev | 0 – 3 and  3 – 4  All stages | 0 – 3 and  3 – 4  All stages |
| **Well**  **Below ARE** | 0 – 3  Dev | 0 – 3  Dev+ - Emb+ | 3 – 4 years  Beg+/Dev | 3 – 4 years  Dev+ - Emb+ | 3 – 4 years  Dev+ - Emb+ | Reception  Beg | Reception  Beg/Beg+ |
| **Below**  **ARE** | 0 – 3  Dev+/Emb | 3 – 4 years  Beg/Beg+ | 3 – 4 years  Dev+/Emb | Reception  Beg | Reception  Beg/Beg+ | Reception  Beg+/Dev | Reception  Dev/Dev+ |
| **Just**  **Below** | 3 – 4 years  Beg/Beg+ | 3 – 4 years  Dev/Dev+ | Reception  Beg | Reception  Beg+ | Reception  Dev/Dev+ | Reception  Emb/Emb+ | ELG  Beg/Beg+ |
| **Meeting**  **ARE** | 3 – 4 years  Dev/Dev+ | 3 – 4 years  Emb/Emb+ | Reception  Beg/Beg+ | Reception  Dev/Dev+ | Reception  Emb/Emb+/ ELG Beg | ELG  Beg+/Dev | ELG  Dev+/Emb |
| **Just Above**  **ARE** | 3 – 4 years  Emb/Emb+ | Reception  Beg | Reception  Dev | Reception  Emb | ELG  Beg+ | ELG  Dev+ | ELG  Emb+ |
| **Above**  **ARE** | Reception  Beg and above | Reception  Beg+ and above | Reception Dev+/Emb  And above | Reception  Emb+ and above | ELG  Dev and Above | ELG  Emb and Above | Year 1 Beg |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Communication and Language** | Enjoy listening to longer stories and can remember much of what happens.  Pay attention to more than 1 thing at a time.  Use a wider range of vocabulary.  Understand a question or instruction that has 2 parts.  Understand why questions.  Sing a large repertoire of songs.  Use longer sentences of 4 to 6 words. | Know many songs, talk about familiar books and tell a long story.  Develop their communication but may have problems with irregular tenses and plurals.  Develop their pronunciation of multisyllabic words.  Be able to express a point of view and to debate when they disagree using words and/or actions.  Start a conversation and continue it for many turns.  Use talk to organise themselves and their play.  Understand how to listen carefully and why it is important.  Learn new vocabulary.  Engage in story times.  Develop social phrases | Use new vocabulary throughout the day.  Ask questions to find out more and to check they understand what has been said to them.  Connect one idea to another using a range of connectives.  Describe events in some detail.  Listen to and talk about stories to develop some familiarity.  Retell stories, some with exact repetition and some in their own words.  Listen carefully to rhymes and songs.  Learn rhymes, poems and songs.  Engage in non fiction books. | Articulate their ideas and thoughts in well formed sentences.  Use talk to help work out problems and organise thinking and activities; explaining how things work and why they might happen.  Use vocabulary in different contexts.  Listen and talk about selected non fiction to develop a deep familiarity with new knowledge and vocabulary. | Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions. | Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  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. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Personal, Social and Emotional Development** | Select and use activities and resources which help them to achieve a goal.  Become more outgoing with unfamiliar people in their setting.  Show more confidence in new social situations.  Play with one or more children, extending and elaborating play ideas.  Develop their sense of responsibility and membership of a community.  Increasingly follow rules, understanding why they are important.  Gradually understand how others might be feeling. | Find solutions to conflicts and rivalries, such as accepting other ideas.  Remember rules without needing an adult to remind them.  Develop appropriate ways of being assertive.  Talk with others to solve conflicts.  Talk about their feelings using words.  Be increasingly independent in meeting their own care needs.  Make healthy choices about food, drink, activity and toothbrushing.  See themselves as a valuable individual.  Build constructive and respectful  relationships.  Express their feelings and consider the feelings of others. | Show resilience of perseverance in the face of challenge.  Identify and moderate their own feelings socially and emotionally.  Manage their own personal hygiene needs.  Know and talk about the different factors that support their overall health and wellbeing.  Think about the perspectives of others. | 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. | Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  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. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Physical Development** | Go up stairs and steps or climb apparatus by using alternate feet.  Skip, hop, stand on one leg and hold a pose.  Use large muscle movements to wave flags and streamers, paint and make marks.  Show a preference for a dominant hand.  Be increasingly independent as they get dressed and undressed.  Match their developing physical skills to tasks and activities.  Choose the right resources to carry out their own plan.  Collaborate with other to manage large items.  Use one handed tools and equipment such as making snips with scissors. | Start taking part in some group activities which them make up for themselves or in teams.  Use a comfortable grip when holding pens and pencils.  Increasingly be able to use and remember sequences and patterns of movements which are related to rhythm and music.  Use their core muscle strength to achieve a good posture when sitting or standing.  Further develop the skills they need to manage the school day successfully.  Continue to develop their movement, balancing, riding and ball skills. | Revise and refine the fundamental movement skills they have already acquired.  Progress towards a more fluent style of moving, with developing control and grace.  Develop their fine motor skills so they can use a range of tools competently and safely.  Combine different movements with ease and fluency Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions. | Develop overall body strength, balance, co-ordination and agility.  Confidently and safely use a range of large and small apparatus indoors and outside.  Further develop and refine a range of ball skills. | Negotiate space and obstacles safely, with consideration for themselves and others.  Demonstrate strength, balance and coordination when playing.  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  Develop the foundations of a handwriting style that is fast, accurate and efficient. | Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  Use a range of small tools, including scissors, paint brushes and cutlery.  Begin to show accuracy and care when drawing. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Literacy** | Understand the five key concepts about print:  Develop their phonological awareness.  Write all or some of their name.  Read individual letters by saying the sounds for them.  Recognise words with the same initial letter. | Blend sounds into words so that they can read short words.  Count or clap syllables in a word.  Engage in extended conversations about stories, learning new vocabulary. | Read some letter groups that represent one sound and say sounds for them.  Read a few common exception words matched to the phonics.  Spell words by identifying the sounds and then writing the sound. | Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay. Read simple phrases and sentences with known GPCs and a few exception words.  Write short sentences with words using known GPCs and a capital letter and full stop. | Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Form lower case and capital letters correctly.  Re-read these books to build up their fluency, confidence, understanding and enjoyment.  Re-read what they have written to check it makes sense. | Write recognisable letters, most of which are correctly formed.  Spell words by identifying sounds in them and representing the sounds with a letter or letters.  Write simple phrases and sentences that can be read by others. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Maths** | Subitising to 3.  Recite numbers past 5.  Say 1 number for each item 1 -5.  The cardinal principle.  Show finger numbers up to 5.  Link numerals and objects to 5.  Experiment with marks and numerals.  Solve real world maths problems up to 5.  Select shapes appropriately.  Extend and create ABAB patterns.  Talks and identifies the patterns around them.  Compare quantities using language. | Understand position through words alone.  Describe a familiar route.  Discuss route and locations using words prepositional words.  Count actions, objects and sounds.  Compare numbers.  Match numeral to quantity to 10.  Recall number bonds 0 – 5.  Talk about and explore 2D & 3D shapes using informal and mathematical language.  Make comparisons of size, length, weight and capacity.  Combine shapes to make new ones.  Notice and correct errors in repeating patterns.  Describe a sequence of events using time language. | Subitising to 5.  Understand the ‘one more’ and ‘one less’ relationship between consecutive numbers.  Compare sets and use comparative language.  Count beyond 10.  Select, rotate and manipulate shapes to develop spatial reasoning skills.  Continue, copy and create repeating patterns. | Explore the composition of numbers to 10.  Compose and decompose shapes so that children can recognise that a shape can have other shapes within it, just as numbers can.  Compare length, weight and capacity.  Subitise up to 5. | Have a deep understanding of number to 10, including the composition of each number.  Verbally count beyond 20.  Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | Recognise the pattern of the counting system. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.  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. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Understanding the World** | Use all their senses in hands on exploration of natural materials.  Explore collections of materials with similar and/or different properties.  Talk about what they see using a wide range of vocabulary.  Begin to make sense of their own life story and family history.  Show interest in different occupations.  Plant seeds and care for growing things.  Begin to understand the need to respect and care for the natural environment and all living things. | Explore how things work.  Understand the key features of the life cycle of a plant or animal.  Explore and talk about different forces they can feel.  Talk about the different between materials and changes they notice.  Continue developing positive attitudes about the differences in people.  Know there are different countries in the world and can talk about the differences they have experienced or seen in photographs.  Talk about members of their immediate family.  Name and describe people who are familiar to them.  Comment on images of familiar situations from the past. | Understand that some places are special to members of their community.  Recognise that people have different beliefs and celebrate special times in different ways.  Draw information from a simple map.  Compare and contrast characters from stories, including figures from the past.  Recognise that some environments are different to the one in which they live.  Recognise some differences between life in this country and life in other countries. | Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  Understand the effects of the changing seasons on the natural world around them.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Talk about the lives of the people around them and their roles in society. | Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  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.  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.  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. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Expressive Arts and Design** | Take part in simple pretend play using an object to represent something else.  Create closed shapes with continuous lines and use these to represent objects.  Listen with increased attention to sounds.  Remember and sing entire songs.  Match the pitch of another person.  Draw with increasingly complexity including details.  Explore different materials freely to develop their ideas about them.  Explore colour and colour mixing.  Sing the melodic shape of familiar songs.  Create their own songs or improvise one that they know.  Play instruments with increasing control to express their feelings and ideas. | Sing in a group or on their own, increasingly matching the pitch and following the melody.  Begin to develop complex stories using small world equipment.  Make imaginative and complex small worlds using blocks and construction kits.  Join different materials and explore different textures.  Show different emotions in their drawings and paintings.  Respond to what they have heard, expressing their thoughts and feelings. | Develop storylines in their pretend play.  Create collaboratively, sharing ideas, resources and skills.  Listen attentively, move to and talk about music/dance/  performance art, expressing their feelings and responses.  Explore and engage in music making and dance, performing solo or in groups. | Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build upon their previous learning, refining ideas and developing their ability to represent them. Make use of props and materials when role playing characters in narratives and stories.. | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used.  Sing a range of well-known nursery rhymes and songs. | Invent, adapt and recount narratives and stories with peers and their teacher.  Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. |