



The Early Years Foundation Stage (EYFS) Reception Progression Ladder

The EYFS is crucial in every child's development and during these first years basic skills and attitudes to learning and socialising are established.

We support children in their learning through careful observations, adult led sessions, informal assessments and listening to information from parents/carers. We encourage children to use the 3 characteristics of effective learning:

- Playing and exploring.
- Active learning.
- Creating and thinking critically.

Four guiding principles shape our practice in the early years. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates.

We recognise the uniqueness of each child and value every child's interests. We aim to deliver learning through a combination of adult led and child-initiated play, based on prior experiences and interests of children.

We teach children how to make considered choices in their learning and most importantly, the skills needed to be independent, lifelong learners. We value autonomous learning, so that the children reach their full potential while at the same time setting high attainment targets and making behavioural expectations clear and consistent.

We aim to support children with special education needs and to develop a working partnership between home and school to enable children to develop in confidence and increasing independence.

Year: Reception	Autumn		Spring		Summer	
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Marvellous Me	Celebrations	Traditional Tales	Growing and Changing	Around the World / Out of this World	Summertime
Communication and Language	<ul style="list-style-type: none"> • To know and understand how to listen carefully and why listening is important. • To know and talk about the school rules and 	<ul style="list-style-type: none"> • To be able to ask questions to find out more and to check they understand what has been said to them. 	<ul style="list-style-type: none"> • To be able to articulate their ideas and thoughts in well-formed sentences. • To be able to connect one idea or action to 	<ul style="list-style-type: none"> • To be able to describe events in some detail. • To be able to use talk to help work out problems and organise thinking and activities. 	<ul style="list-style-type: none"> • To be able to describe events in some detail and talk about what they observe in the natural world and growing observations. 	<ul style="list-style-type: none"> • To listen to and talk about stories to build familiarity and understanding. To be able to engage in fiction and non-fiction books and talk about what they have read and what has been read to them.



	<p>how they help to keep us happy and safe.</p> <ul style="list-style-type: none"> To be able to engage in story times. To be able to 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. To be able to talk about and describe themselves and their families. To know and talk about the different people who help us in the school community. To know and be able to use the new vocabulary taught in Topic in discussions and play. 	<ul style="list-style-type: none"> To be able to begin developing social phrases and engage in story times. To be able to make comments about what they have heard and ask questions to clarify their understanding. To be able to hold conversation when engaged in back-and-forth exchanges with their teacher and peers. To know be able to use the new vocabulary taught in Topic in discussions and play. To know and be able to use the new vocabulary taught in Topic in discussions and play. To know and talk about some influential figures. 	<p>another using a range of connectives.</p> <ul style="list-style-type: none"> To be able to listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary regarding different places around the world. To be able to 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. 	<ul style="list-style-type: none"> To be able to use talk to explain how things work and why they might happen. To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. To know and be able to use the new vocabulary taught in Topic in discussions and play. To be able to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	<ul style="list-style-type: none"> To be able to engage in non-fiction books. To be able to use talk to help work out problems and organise thinking and activities. To know explain how things work and why they might happen regarding the environment and sustainability. To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. To know and talk about what they can do to have a positive impact on the environment. To know and be able to use the new vocabulary taught in Topic in discussions and play. 	<ul style="list-style-type: none"> To be able to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. To be able to 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. To know and be able to use the new vocabulary taught in Topic in discussions and play.
<p>ELG</p>	<p><u>Listening, Attention and Understanding.</u> 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.</p> <p><u>Speaking.</u> 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, with modelling and support from their teacher.</p>					



<p>Physical Development</p>	<ul style="list-style-type: none"> To be able to move confidently in different ways. To know and revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. To be able to listen to instructions and know how to stay safe in PE lessons. To know and be able to travel and balance in different ways, returning to defined space. To be able to move on the spot and around with some awareness of others. To be able to experiment with wide range of small equipment learning some degree of control. To be able to name basic tools and explain their safe use in P.E. 	<ul style="list-style-type: none"> To be able to balance and coordinate safely. To be able to negotiate space effectively. To be able to develop and refine a range of ball skills including throwing, catching and kicking. To be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. To be able to experiment with and develop increasingly complex ways of travelling. To be able to define own space without visible boundaries. To know how to use high apparatus safely. To be able to use high apparatus, such as climbing structures, in P.E and on the adventure playground. To be able to experiment with wider range of equipment and use with more control. 	<ul style="list-style-type: none"> To know and be able to perform in small groups. To be able to develop the overall body strength, co-ordination and balance. To be able to perform a single skills or movement with simple control. To know and be able to discuss some of the changes that occur during exercise. To know good practices regarding health and wellbeing such as eating healthily, exercising regularly, sleep and reasonable amounts of screen time. 	<ul style="list-style-type: none"> To be able to use gymnastics on apparatus to balance, climb & swing. To be able to link at least 2 movements together when performing a small range of skills. To be able to work sensibly with others, taking turns and sharing whilst comparing movements and skills with others. To be able to use equipment properly and move and land safely. To be able to work in a team collaborating and problem solving. 	<ul style="list-style-type: none"> To know and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. To be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. To know and consolidate travelling and balancing skills through building sequences. To be able to experiment with direction and be able to change direction and speed whilst maintaining personal space. To know what constitutes a healthy lifestyle. To be able to Use large and small apparatus safely and with some skill. 	<ul style="list-style-type: none"> To know how to participate in sporting events. To know and participate in different races and events. To be able to show good agility, balance and coordination. To be able to run throw and jump. To be able to use a sequence of movements with some changes in level, direction or speed. To be able to combine different movements with ease and fluency. To know and use relevant vocabulary when observing changes in self and others when exercising.
<p>ELG</p>	<p><u>Gross Motor Skills.</u> 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.</p>					



	<p><u>Fine Motor Skills.</u> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>					
<p>Personal, Social and Emotional Development (SCARF)</p>	<p><u>Me and My Relationships.</u></p> <ul style="list-style-type: none"> Talk about similarities and differences. Name special people in their lives. Describe different feelings. Identify who can help if they are sad, worried or scared. Identify ways to help others or themselves if they are sad or worried. 	<p><u>Valuing Difference.</u></p> <ul style="list-style-type: none"> Be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and cooperation. 	<p><u>Keeping Myself Safe.</u></p> <ul style="list-style-type: none"> Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe. 	<p><u>Rights and Responsibilities.</u></p> <ul style="list-style-type: none"> Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends. 	<p><u>Growing and Changing.</u></p> <ul style="list-style-type: none"> Understand that there are changes in nature and humans. Name different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe. 	<p><u>Being My Best.</u></p> <ul style="list-style-type: none"> Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well.
<p>ELG</p>	<p><u>Self-regulation.</u> 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.</p> <p><u>Managing Self.</u> 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.</p> <p><u>Building Relationships.</u> 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>Literacy/ Phonics (Little Wandle)</p>	<p>Phase 2 – s a t p l n m d g o c k c k e u r h b f l</p>	<p>Phase 2 – ff ll ss j v w x y z zz qu ch sh th ng nk</p>	<p>Phase 3 – ai ee igh oa oo oo ar or ur ow oi ear air er dd mm tt bb rr gg pp ff</p>	<p>Phase 3 Review – ai ee igh oa oo oo ar or ur ow oi ear er air</p>	<p>Phase 4 – CVCC, CCVC, CCVCC, CCCVC, CCCVCC</p>	<p>Phase 4 – CVCC, CCVC, CCVC, CCCVC, CCV, CCVCC</p>



<ul style="list-style-type: none">• To know some graphemes and phonemes.• To be able to correctly form the graphemes and say the phonemes to match.• To begin to know some red words.• To begin to be able to blend some CVC words.• To be able demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.• To be able demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.• To be able anticipate (where appropriate) key events in stories.• To know and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	<ul style="list-style-type: none">• To be able to blend sounds to read words.• To be able to segment and write words.• To begin to be able to write some short captions, labels, and sentences with adult support.• To begin to be able to read some short sentences.• Begin to be able to write CVC words.• To begin to be aware of sentence structure (capital letters, finger spaces and full stops.• To be able to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.• To be able to anticipate (where appropriate) key events in stories.• To know and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.• To be able to talk about story structures.	<ul style="list-style-type: none">• To be able to read words consistent with their phonic knowledge.• To be able to read aloud simple sentences and books that are consistent with their phonic knowledge.• To be able to write recognisable letters, most of which are correctly formed.• To be able to segment and spell words when writing independently.• To be able to write sentences and continue to build an awareness of capital letters, full stops and finger spaces when writing sentences.• To begin to be able to draw and innovate story maps from well-known stories.• To be able to participate in shared writing experiences.• To be able to demonstrate understanding of what has been read to them.	<ul style="list-style-type: none">• To be able to read words consistent with their phonic knowledge.• To be able to read simple sentences and books that are consistent with their phonic knowledge.• To be able to segment and spell words.• To begin to be able to talk about connectives in sentence writing.• To be able to demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.• To be able to write sentences and continue to build an awareness of capital letters, full stops and finger spaces when writing sentences.• To begin to be able to draw and innovate story maps from well-known stories.	<ul style="list-style-type: none">• To be able to form lower-case and some capital letters correctly.• To be able to segment and spell words and write simple phrases and sentences that can be read by others.• To be able to read words, sentences and stories consistent with their phonic knowledge.• To be able to draw and innovate story maps from well-known stories.• To be able to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.• To be able to anticipate (where appropriate) key events in stories.• To be able to use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.	<ul style="list-style-type: none">• To know the sounds for each letter in the alphabet and at least 10 diagraphs.• To be able to write sentences using a simple connective, such as 'and'.• To be able to use capital letters, finger spaces and full stop.• To be able to re-read what they have written to check that it makes sense.• To demonstrate understanding of what they have read by retelling and answering comprehension questions.• Understand recently introduced vocabulary during discussions about stories, non-fiction, poems and during role play.• To be able to read words consistent with their phonic knowledge by sound-blending.• Read aloud simple sentences and books that are consistent with their phonic knowledge.• Write simple phrases and sentences that can be read by others.• To be able to introduce narratives in their own writing and story maps.
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		<ul style="list-style-type: none"> To be able to talk about characters, settings, authors and illustrators. 				
ELG	<p><u>Comprehension.</u> 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 role play.</p> <p><u>Word Reading.</u> 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.</p> <p><u>Writing.</u> 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.</p>					
Mathematics (White Rose)	<p>Match, sort, and compare.</p> <p>Talk about measure and pattern.</p> <p>It's me 1, 2, 3.</p>	<p>Circles and Triangles.</p> <p>1, 2, 3, 4, 5.</p> <p>Shapes with 4 sides.</p>	<p>Alive in 5.</p> <p>Mass and Capacity.</p> <p>Growing 6, 7, 8.</p>	<p>Length, Height and Time.</p> <p>Building 9 and 10.</p> <p>Explore 3-D Shapes.</p>	<p>To 20 and beyond.</p> <p>How many now?</p> <p>Manipulate, compose and decompose.</p> <p>Sharing and grouping.</p>	<p>Visualise, build and map.</p> <p>Make connections.</p>
ELG	<p><u>Number.</u> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. 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><u>Numerical Patterns.</u> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					
Understanding the World	<ul style="list-style-type: none"> To be able to talk about members of their immediate family and community. To be able to talk about themselves in the past when they were younger and make 	<ul style="list-style-type: none"> To know and understand that some places are special to members of their community. To know and name some important places of worship. 	<ul style="list-style-type: none"> To be able to recognise some similarities and differences between life in this country and life in other countries. To be able to draw information from a simple story map. To learn about different cultures in other places in the world. 	<ul style="list-style-type: none"> To be able to continue to show respect and tolerance for those with different faiths and beliefs or those without beliefs. 	<ul style="list-style-type: none"> To be able to Look at similarities and differences between the natural world around them in the past and present. 	



	<p>sense of their family history.</p> <ul style="list-style-type: none"> To know, name and describe people who are familiar to them. To be able to draw information from a simple map for their local area. To be able to talk about members of their immediate family and community. To be able to talk about the lives of people around them and their roles in society both in the present and past. To be able to explore the natural world around them, making observations and drawing pictures and observing important changes and seasons at Forest school. To be able to describe what they see, hear, and feel whilst outside at Forest school. 	<ul style="list-style-type: none"> To know some historical facts and stories from different religions and celebrations. To be able to recognise that people have different beliefs and celebrate special times in different ways. To know about different celebrations that occur in Autumn (Bonfire Night, Diwali, Remembrance Day, Christmas and Black History month). To know about some influential figures from the past. To be able to explore the natural world around them, making observations and drawing pictures of animals and plants. To know and understand the important processes and changes in the natural world around them, including seasons and changing states of matter through observations and investigations at forest school. To know about healthy foods that grow naturally. 	<ul style="list-style-type: none"> To be able to comment on images of familiar situations in the past. To be able to compare characters from stories, including figures from the past. To be able to explore the natural world around them. To be able to compare the natural world in different places around the world. To be able to describe what they see, hear, and feel whilst outside. To begin to understand the negative impact that humans can have on the environment. To know what they can do to make positive changes towards suitability. To be able to make observations and draw pictures of animals and plants. To understand the important processes and changes in the natural world around them, including seasons and changing states of matter. 	<ul style="list-style-type: none"> To be able to respect the values, ideas and beliefs of others whilst not imposing personal beliefs on others. To know about influential figures from the past and discuss historical events that have happened in the past. To know what a plant needs to grow. To be able to explain some concepts of growth through observation of seeds growing in class. To know about some lifecycles, with a focus on caterpillars. To know how to care for the natural environment and living things. To know and understand the important processes and changes in the natural world around them building an understand of how human activity can have a negative impact on the environment and what they can do to look after the natural world. 	<ul style="list-style-type: none"> To be able to comment on images situations in the past. To be able to talk about the differences between materials and changes they notice. To explore and talk about different forces they can feel when experimenting.
ELG	Past and Present.				



	<p>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><u>People, Cultures and Communities.</u> 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>Expressive Arts and Design</p>	<ul style="list-style-type: none"> To be able to sing in a group. To know a range of songs related to themselves and their communities. To be able to explore sound through using simple instruments. To be able to explore what happens when they mix colours. To be able to experiment to create different textures. To draw and paint pictures of their families. To be able to develop storylines in their pretend play. To know that different media can be combined to create new effects. To be able to manipulate materials to achieve a planned effect. To be able to play with others during role play who are engaged in the same theme. To create simple representations of 	<ul style="list-style-type: none"> Listen to and explore the beats of different music from around the world. To know that different music is played for different celebrations. To be able to learn to play percussion, instruments and to listen as they play to the sounds they make. To know that sounds can be changed by altering the way they are made. To be able to move to musical stimuli and keep in time to the music. To be able to perform songs on stage to others. To learn about and create arts and crafts from different cultures. To know colours can be mixed to make a new colour. To be able to invent narratives in role play 	<ul style="list-style-type: none"> To know different songs and dance from around the world. To be able to join in simple songs remembering some of the words. To be able to participate in action songs which call for movement. To be able to move to musical stimuli in a variety of ways, e.g. hopping, marching, skipping, and jumping. To be able to return to and build on their previous learning, refining ideas and developing their ability to represent them. To know that different materials can be used to create Art. To be able to explore art from different places around the world. To be able to use simple tools and techniques 	<ul style="list-style-type: none"> To know a repertoire of songs – nursery, topical, seasonal and multi-cultural. To be able to imitate and create movement in response to music. To be able to tap out simple repeated rhythms and make some up showing interest in the way musical instruments sound. To be able to perform in front of an audience. To be able to create collaboratively sharing ideas, resources, and skills. To be able to use props and role play to tell stories and act out narratives in play. To know different uses and purposes for a range of media materials. To be able to use paints and pastels and other resources to create observational drawings. 	<ul style="list-style-type: none"> Be able to listen attentively, move to, and talk about music, expressing their feelings and responses. To know that they can use their voices whilst acting to create a dramatic affect. To draw observational pictures. To be able to safely use and explore a variety of materials, tools and techniques. To be able to experiment with colour, design, texture, form and function. To be able to use what they have learnt about media and materials in original ways, thinking about uses and purposes. To be able to construct with a purpose. 	<ul style="list-style-type: none"> To be able to watch and talk about dance and performance art, expressing their feelings and responses. To begin to be able to move rhythmically. To be able to recognise repeated sound and motion movements to music. To know and select tools and techniques needed to shape, assemble and join materials. To be able to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. To make props and to tell stories. To engage with topic related role play.



	events, people and objects.	<ul style="list-style-type: none">and when playing in the playground.• To be able to play with others during role play who are engaged in the same theme.• To be able to sing and perform songs and rhymes from different celebrations.• To create narratives with different cultural dress up items, clothing, dolls and small world.• To make props and retell historical stories for different celebrations.	<p>competently and appropriately when creating arts from round the world.</p> <ul style="list-style-type: none">• To be able to select tools and techniques needed to shape, assemble and join materials they are using and explain the processes they have used.	<ul style="list-style-type: none">• To introduce a storyline or narrative into their play.		
ELG	<p><u>Creating with Materials.</u> 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. Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>Being Imaginative and Expressive.</u> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>					