



## **Early Years Foundation Stage Progression of Knowledge and Skills: Term-by-term expectations**

All learning in all subjects begins in Reception. In Reception, we follow the Statutory Framework for the Early Years Foundation Stage (2021). This framework states that the Early Years Curriculum is split into 7 areas of learning. The areas are as follows:

### **Three prime areas of learning:**

- Communication and Language (listening, attention and understanding and speaking)
- Physical development (gross and fine motor skills)
- Personal, social and emotional development (being able to self-regulate impulses, manage their self and build relationships with others)

### **Four specific areas of learning**

- Literacy (the development of comprehension skills, early reading and early writing)
- Maths (the development of early number and understanding numerical patterns)
- Understanding the world (which includes early geography, history, science and RE)
- Expressive arts and design (which includes music, dance and art)

### **Within Early Years at Turton and Edgworth Primary School we aim to:**

- Provide a secure and caring environment
- Ensure every child can fulfil his/her academic, creative, physical and personal potential
- give each child a happy, positive and enjoyable start to their school life
- establish solid foundations and foster a deep love of learning
- offer a broad and rich curriculum
- support children to build relationships through the development of social skills such as cooperation and sharing

	Baseline	End of autumn term	End of spring term	End of summer 1	End of summer term ELG
<b>C&amp;L Listening, Attention and Understanding</b>	Listen with interest and recall when being read to during small groups. Join in with repeated refrains. Is able to follow directions.	Listen attentively and respond to what they hear by responding with comments and actions when being read to during small group interactions. Make comments about what they have heard when looking at pictures. Hold conversation when engaged in back-and-forth exchanges with their teacher.	Listen attentively and respond to what they hear by answering relevant questions, responding with comments and actions when being read to during small group interactions. Make comments about what they have heard when <b>asked questions to clarify their understanding</b> . Hold conversation when engaged in back-and-forth exchanges with their teacher <b>and peers</b> .	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to during 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.	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.
<b>C&amp;L Speaking</b>	Uses vocabulary that reflects the breadth of their experiences. Uses talk in pretending that	<b>Participate in small groups</b> , using vocabulary focussed on objects and people	Participate in small groups, using <b>recently introduced vocabulary</b> . Offer explanations for <b>why things have</b>	Participate in small group and <b>one-to-one discussions</b> , using recently introduced vocabulary. <b>Offer</b>	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently

	<p>objects stand for something else in play e.g. "This box is my castle".</p> <p>Use sentences of four to six words.</p> <p>Answer simple why questions?</p>	<p>that are of particular importance to them. Comments on things that they have observed.</p> <p>Express their ideas and feelings about their experiences using full sentences, most of the time, including <b>the use of past tense</b> with modelling and support from their teacher.</p> <p>Use <b>props and puppets</b> to retell a story.</p>	<p><b>happened</b>, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences <b>consistently using full sentences</b>, including use of past and present tense with modelling and support from their teacher.</p> <p><b>Beginning to use connectives (and, because).</b></p> <p>Retell stories in role-play.</p>	<p><b>explanations for why things might happen or to solve a problem</b>, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and <b>future tenses</b> and making use of simple conjunctions, with modelling and support from their teacher.</p> <p>Retell stories using their own words (some exact repetition).</p>	<p>introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of simple conjunctions, with modelling and support from their teacher.</p>
<p><b>PSED Self-Regulation</b></p>	<p>Communicate how they are feeling, demonstrating this by selecting a simple pictorial emotion.</p>	<p>Show an understanding of their own feelings. Work towards simple goals, being able to wait for what they want. Give focused</p>	<p>Show an understanding of their own feelings, and begin to <b>regulate their behaviour</b>. Work towards simple goals, being able to wait for what they want and</p>	<p>Show an understanding of their own feelings and <b>those of others</b>, and begin to regulate their behaviour accordingly. Set and</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>

		attention to what the teacher says, beginning to respond appropriately, showing an ability to follow instructions involving ideas or actions.	are beginning to control their immediate impulses when appropriate. Give focused attention to what the teacher says, beginning to respond appropriately when <b>engaged in activity</b> , and show an ability to follow instructions involving <b>ideas or actions</b> .	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 <b>even when engaged in activity</b> , and show an ability to follow instructions involving ideas or actions.	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 ideas or actions.
<b>PSED Managing Self</b>	Is outgoing towards unfamiliar people and confident in new social situations. Select and use resources and activities with support.	Be confident to try <b>new activities</b> and show independence. Can explain the rules of the classroom, knowing right from wrong. Puts on own clothing such as <b>coat, cardigan, gloves etc.</b> Usually dry and clean throughout the day. Can <b>talk about and categorise</b> the	Be confident to try new activities and show <b>independence and resilience</b> . <b>Explain the reasons for rules</b> , knowing right from wrong. <b>Zips</b> own coat. Can name some of the food groups. Can talk about the different exercises they do. Knows to wash hands before eating/drinking/cooking.	Be confident to try new activities and show independence, resilience and perseverance. Explain the reasons for rules, know right from wrong and try to behave accordingly. <b>Fasten and unfasten buttons</b> . Can talk about the good <b>practices they can do to stay healthy</b> .	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

		<p>different food they eat.</p> <p>Joins in with physical education.</p> <p>Washes hands effectively.</p>		<p>Can talk about the foods which you should have <b>more or less of</b>.</p> <p>Can explain the importance of <b>exercise, sleeping, hygiene</b>.</p>	<p>understanding the importance of healthy food choices.</p>
<p><b>PSED</b> <b>Building Relationships</b></p>	<p>Plays in a group and can initiate play with others.</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form a positive attachment to an adult and friendships with peers.</p> <p>Demonstrate friendly behaviour towards others.</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own needs.</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
<p><b>PD</b> <b>Gross Motor</b></p>	<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>Fundamental skills</p> <p>Dance</p> <p>Experiment with different ways of moving.</p> <p>Combine movements in dance with ease and fluency.</p>	<p>Gymnastics</p> <p>Ball skills</p> <p>Show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Travel with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>Games</p> <p>Athletics</p> <p>Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing,</p>

			Jumps off an object and lands appropriately.		hopping, skipping and climbing.
<b>PD Fine Motor</b>	Show a preference for a dominant hand. Able to accurately copy a cross, circle, horizontal and vertical straight lines and square from prewriting shapes.	Use a pencil, in a finger grip, showing a preference for a dominant hand, effectively to form some recognisable letters. Handle tools, objects, construction and malleable materials safely and with increasing control. Use simple tools to effect changes to materials: *Paintbrush *Drawing media e.g. oil pastels, crayons *Glue spreader *Cello tape *Scissors Create simple representations of events, people and objects -Draw a face	Use a pencil in the modified tripod grip, effectively to form recognisable letters of the letters of the alphabet. Handle tools, objects, construction and malleable materials safely and with increasing control. Use simple tools to effect changes to materials: *Hole punch *Split pins Create simple representations of events, people and objects - A person with at least 8 features - body, head, arms, legs, eyes, mouth, nose, hair.	Handle tools, objects, construction and malleable materials safely and with increasing control. Use a pencil and holds it effectively in the tripod grip in almost all cases, to form recognisable letters, most of which are correctly formed. Use simple tools to effect changes to materials: *Hole punch *Split pins Create simple representations of events, people and objects -A person with at least 8 features - body, head, arms, legs, eyes, mouth, nose, hair	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.
<b>Literacy Comprehension</b>	Listen with interest and recall when being read to during small groups	Can answer simple retrieval questions about a text which has been read to them.	Demonstrate understanding when talking with others about what they have read.	Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	Demonstrate understanding of what has been read to them by retelling stories and narratives

		Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play	Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play.	Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play	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, nonfiction, rhymes and poems and during role-play.
<b>Literacy Word Reading</b>	Recognises own name and other familiar signs such as logos. Group words with the same initial sounds Recognise rhyming words. Count or clap syllables in a word	Hears and says initial sounds in words Can orally blend. Can segment the sounds in simple VC and CVC words containing set 1 sounds and blend them together and knows which letters represent some of them. Link sounds to letters, naming the letters of the alphabet. Continues a rhyming string.	Can segment the sounds in simple CVC, CCVC and CVCC words and blend them together within a phrase. Read phase 3 tricky words by sight.	Can segment the sounds in simple CVC, CCVC and CVCC words blend them together within a sentence. Read phase 4 tricky words by sight.	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.

		Read phase 2 tricky words by sight.			
<b>Literacy Writing</b>	Show a preference for a dominant hand. Able to copy a cross, circle, horizontal and vertical straight lines and square from prewriting shapes accurately. Write some or all of their name. Write some letters accurately.	Ascribe meaning to marks. Write own name. Use some clearly identifiable letters to communicate meaning. Link sounds to letters, naming the letters of the alphabet. Write initial sounds of words. Use finger grip.	Write independently during play. Write CVC words (words containing both set 1 and 2 sounds). Write labels and captions. modified tripod grip.	Sit correctly at a table, holding pencil comfortably. Use phonic knowledge to write words in way that matches spoken sounds. Simple sentences which can be re-read themselves. Write some common irregular words. Use tripod grip.	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.
<b>Mathematics Number</b>	Count accurately to 5. Show the correct number of objects to match a given number up to 5. Counting 1:1 correspondence up to 5. Beginning to subitise to 3.	Select the correct numeral to represent 1 to 5 objects. Records using marks or physical apparatus based on taught models. Counts objects to 5. Count 5 objects from a larger group. Show the different ways of making numbers to 5 (Composition of each number). Can confidently subitise to 3.	Recognises numerals 1 to 10. Select the correct numeral to represent 1 to 10 objects. Records using marks or physical apparatus based on a taught model. Counts objects to 10. Counts 10 objects from a larger group. Show the different ways of making numbers to 10 (Composition of each number).	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	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

		Compare quantities of two groups with identical objects	Compare quantities of two groups with identical objects. Combine two groups to find the whole (numbers	number bonds to 10, including double facts	number bonds to 10, including double facts
<b>Mathematics Numerical Patterns</b>	Know that numbers identify how many objects are in a set. Compare two groups using language 'more' and 'fewer'. Compare objects by size/shape. Use and understand positional language 'in front, behind, on, under and in'. Extend and create an ABAB pattern.	Count to 10 confidently. Use the language of 'greater than', 'less than' or 'equal to' to compare two sets of objects to 5. Says the number that is one more and one less than a number to 5. Copy a complex pattern. Experiment with objects saying when they are heavy/light, full/empty, big/small.	Count to 20 confidently. Use the language of 'greater than', 'less than' or 'equal to' to compare two sets of objects to 10. Says the number that is one more and one less than a number to 10. Identify which numbers to 10 are odd and which are even. Complete a complex pattern. Compare objects saying when they are heavy/light, full/empty, big/small.	Count beyond 20 confidently. Use the language of 'greater than', 'less than' or 'equal to' to compare two sets of objects to 10. Identify which numbers to 10 are odd and which are even. Solves problems including doubling, halving and sharing with numbers to 10. Create a complex pattern. Make predictions about objects saying when they are heavy/light, full/empty, big/small.	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.
<b>Understanding the World Past and Present</b>	Talk about who is in their family and who is important to them.	Talk about the lives of those in their own families and their roles in society. Know some <b>differences</b> between things in the	Talk about the lives of other familiar people (their teacher, their local shop keeper, etc) around them and their roles in society.	Talks about the lives of the people in society (police, fireman, queen etc) and their roles.	Talk about the lives of the people around them and their roles in society. Know some similarities and

		<p>past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through <b>characters</b> encountered in books read in class and storytelling.</p>	<p>Know some <b>similarities</b> between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through <b>settings</b> and characters encountered in books read in class and storytelling</p>	<p>Know some <b>similarities and differences</b> between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and <b>events encountered in books read in class and storytelling.</b></p>	<p>differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
<p><b>Understanding the World People, Culture and Communities</b></p>	<p>Talks about their own likes and dislikes.</p> <p>Talks about who they are and where they live.</p>	<p>Describe their immediate environment using knowledge from <b>observation and discussion.</b></p> <p>Know some <b>differences</b> between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some <b>differences</b> between</p>	<p>Describe their immediate environment using knowledge from observation, discussion and stories.</p> <p>Know some <b>similarities</b> between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some <b>similarities</b> between life in this country and life in other countries,</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, <b>non-fiction texts and maps.</b></p> <p>Know some <b>similarities</b> and <b>differences</b> between different religious and cultural communities in this country, drawing on their experiences and</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and</p>

		life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.	drawing on knowledge from stories, non-fiction texts and - when appropriate - maps	what has been read in class. Explain some <b>similarities and differences</b> between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.	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.
<b>Understanding the World</b> <b>The Natural World</b>	Talk about the things they can see in the natural world.	Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some <b>differences</b> between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Talk about processes and changes in the natural world around them, including the seasons and changing states of matter.	Know some <b>similarities</b> between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Identify processes and changes in the natural world around them, including the seasons and changing states of matter.	Know some <b>similarities and differences</b> between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand processes and changes in the natural world around them, including the seasons and changing states of matter.	Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the

					seasons and changing states of matter.
<b>Expressive Art &amp; Design</b> <b>Creating with Materials</b>	Experiment with a variety of resources and materials deciding what to use and make.	<p><b>Drawing</b> Create simple representations of events, people and objects -Draw a face</p> <p><b>Colour</b> Name primary and chooses particular colours to use for a purpose.</p> <p><b>Texture</b> Explore and experiment with different materials to compare textures. Know the materials that are soft/rough/shiny.</p> <p><b>Form</b> Use glue and Cello tape/ masking tape to combine materials.</p> <p><b>Design</b> Say what they intend to create.</p> <p><b>Function</b> Replicate an existing model.</p>	<p><b>Drawing</b> Create simple representations of events, people and objects -A person with at least 8 features - body, head, arms, legs, eyes, mouth, nose, hair.</p> <p><b>Colour</b> Name secondary colours and explores what happens when they mix colours.</p> <p><b>Texture</b> Choose appropriate materials for a purpose. Form Hole punch and thread to combine</p> <p><b>Design</b> Plan with reasoning.</p> <p><b>Function</b> Adapt an existing model.</p> <p>Talk with others about their creation and what they like about it. Adapt the intended purpose of an object to</p>	<p><b>Drawing</b> Create simple representations of events, people and objects -Drawings with distinctive features e.g. curtain in a house, scales on a mermaid's tale.</p> <p><b>Colour</b> Experiment with light and shade using specific terminology- light, shade, dark, tone.</p> <p><b>Texture</b> Combine different materials on for a planned effect e.g. create a picture using feathers for a soft bed, lollipop sticks for the trees, tin foil for a spaceship or sand for the beach.</p> <p><b>Form</b> Select the most appropriate joining technique for the</p>	<p>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>Share their creation with others. Use life like, available or modelled props to support role play.</p>	<p>meet their role play needs e.g. banana is a phone.</p>	<p>purpose of their model. <b>Design</b> Make a plan with an intended outcome. <b>Function</b> Create something for a purpose</p> <p>Explain their creation. Adapt and improve what they have done. Select props and materials of their choosing to enhance role play.</p>	
<p><b>Expressive Art &amp; Design</b> <b>Being Imaginative and Expressive</b></p>	<p>Remember and sing their favourite nursery rhyme or song.</p>	<p>Recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs.</p>	<p>Adapt narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others.</p>	<p>Invent 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 to express their feelings.</p>	<p>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>

