

AHMAT EYFS Progression Document

Early Years Foundation Stage Aims:

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- **Quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind
- **A secure foundation** through planning for the learning and development of each individual child, assessing and reviewing what they have learnt regularly
- **Partnership working** between practitioners and with parents and/or carers
- **Equality of opportunity** and anti-discriminatory practice, ensuring every child is included and supported

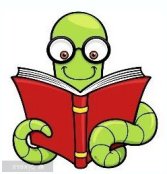
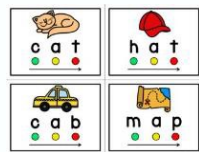
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Listening, Attention and Understanding 	To understand how to listen carefully To understand why listening is important To be able to follow one step directions	To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions To respond to instructions with more than one step	To ask questions to find out more To begin to understand humour To understand a range of complex sentence structures eg. Two clause sentences	To retell a story To start following a story without pictures or props	To start to understand questions such as who, what, where, when, why and how To continue to develop following a story without pictures or props	To start to understand questions such as who, what, where, when, why and how To have conversations with adults and peers with back and forth exchanges To follow a story without pictures or props	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 conversations when engaged in back-and-forth exchanges with their teacher and peers.
Speaking 	To talk in front of a small group To talk to class teacher and TAs To learn new vocabulary	To answer questions in front of whole class. To use new vocabulary throughout the day	To develop the confidence to talk to other adults they see on a daily basis. To talk in sentences using conjunctions e.g. and, because	To share their work to the class- standing up at the front To use new vocabulary in different contexts To start engaging in non-fiction books	To link statements and stick to a main theme To use talk to organise, sequence and clarify thinking, ideas, feelings and events To continue to develop engaging in non-fiction books	To talk to different adults around the school To talk about why things happen To begin to talk in sentences using a range of tenses To continue to develop engaging in non-fiction books	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.

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Self-Regulation 	To recognise different emotions To understand how people show emotions To focus during short whole class activities To follow one-step instructions	To talk about how they are feeling To begin to consider the feelings of others To adapt behaviour to a range of situations	To focus during longer whole class lessons To follow two-step instructions	To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others	To control their emotions using a range of techniques To set a target and reflect on progress throughout	To maintain focus during extended whole class teaching To follow instructions of three steps or more	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 focussed 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.
Managing Self 	To wash hands independently To put coat and socks on with support To put on role play clothes with support To explore different areas within the Foundation environment To use the toilet independently	To develop class rules and understand the need to have rules To put role play clothes on independently To have confidence to try new activities	To begin to show resilience and perseverance in the face of challenge To practise doing up a zipper To practise doing buttons To practise doing up buckles	To develop independence when dressing and undressing for activities such as Role Play	To identify and name healthy foods To manage own basic needs independently	To understand the importance of healthy food choices To show resilience and perseverance in the face of challenge To show a 'can do' attitude To put uniform on and do up zippers, buttons and buckles with minimal support	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.

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Building Relationships 	To seek support of adults when needed To gain confidence to speak to peers and adults	To play with children who are playing with the same activity To begin to develop friendships To have positive relationships with all Foundation staff	To begin to work as a group with support To use taught strategies to support turn taking	To listen to the ideas of other children and agree on a solution and compromise	To work as a group To begin to develop relationships with other adults around the school	To have confidence to communicate with adults around the school To have strong friendships	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.

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Gross Motor Skills 	To move safely in a space To stop safely To develop control when using equipment To follow a path and take turns To work co-operatively with a partner	To balance To run and stop To change direction To jump To hop To explore different ways to travel using equipment	To roll and track a ball To develop accuracy when throwing to a target To dribble using hands To throw and catch with a partner To dribble a ball using feet To kick a ball to a target	To create short sequences using shapes, balances and travelling actions To balance and safely use apparatus To jump and land safely from a height To develop rocking and rolling To explore traveling around, over and through apparatus To create short sequences linking actions together and including apparatus	To use counting to help to stay in time with the music when copying and creating actions To move safely with confidence and imagination, communicating ideas through movement To explore movement using a prop with control and co-ordination To move with control and co-ordination, expressing ideas through movement To move with control and co-ordination, copying, linking and repeating actions To remember and repeat actions, exploring pathways and shapes	To develop accuracy when throwing and practise keeping score To follow instructions and move safely when playing tagging games To learn to play against an opponent To play by the rules and develop coordination To explore striking a ball and keeping score To work cooperatively	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.

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Fine Motor Skills 	To use a dominant hand To mark make using different shapes To begin to use a tripod grip when using mark making tools To use tweezers to transfer objects To thread large beads To use large pegs To begin to copy letters To hold scissors correctly and make snips in paper To hold a fork and spoon correctly	To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut along a straight and zigzagged lines To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures To write taught letters using correct formation To begin to hold a knife correctly and use to cut food with support To use	To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line To thread small beads To use small pegs To write taught letters using correct formation To use a hammer and saw	To hold scissors correctly and cut out large shapes To write letters using the correct letter formation and control the size of letters To use a hammer, saw and screwdriver	To hold scissors correctly and cut out small shapes To copy letters using a lead in and lead out To paint using thinner paintbrushes	To hold scissors correctly and cut various materials To create drawings with details To copy letters using a lead in and lead out To independently use a knife, fork and spoon to eat a range of meals	Hold a pencil effectively in preparations 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

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Comprehension 	To use pictures to tell stories To sequence familiar stories To independently look at book, holding them the correct way and turning pages	To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes	To act out stories To begin to predict what may happen in the story To suggest how a story might end	To retell a story To follow a story without pictures or props To talk about the characters in the books they are reading	To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books	To answer questions about what they have read To know that information can be retrieved from books	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.
Phonics (RWI) / Word Reading 	To recognise their name Set 1 sounds. Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h s h r / j v y w / t h z c h q u x n g n k	Set 1 sounds. Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h s h r / j v y w / t h z c h q u x n g n k	Set 2 Sounds Set 2 Speed sounds teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy	Set 2 sounds. Set 2 Speed sounds teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy	Set 3 sounds. Set 3 Speed sounds is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure.	Set 3 sounds. Set 3 Speed sounds is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure.	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.
Early reading (RWI)		Red Ditty 1-10	Red Ditty 1-10/ Green 1-10	Green 1-10	Purple 1-10	Pink 1-10	Pink 1-10
Common exception words	I, of, my	to, the no	He, you, your	Said, are, to	me, go, baby	all, like, I've, want, call, we, be, her, she, some, there, so	

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Writing 	<u>What I like?</u> I can use writing as a means of recording and communicating. I can give meaning to marks I make as I draw and write. I can write my own name.	<u>Star in a Jar</u> Learn to use personal pronoun I Orally rehearse sentence and count the number of words prior to writing. Begin to write a simple sentence (subject, verb, object e.g. I lost a star) Begin to learn story structure opening, build up, problem, ending. Introduce phrases such as Once upon a time, One day, Suddenly, finally.	<u>Little Red?</u> Learn the four parts of a simple narrative – opening, build up, problem and ending. Retell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. With support, Retell the story - some as exact repetition and some in own words. With support, include story language e.g., Once upon a time, One day, suddenly.	<u>The Something</u> Orally rehearse sentence and count the number of words prior to writing. Independently write simple sentences – Subject, verb object. e.g., Dan had a dog. With support, recognise story structure opening, build up, problem, ending. Begin to independently use phrases such as Once upon a time, One day, Suddenly, finally.	<u>Extraordinary gardener</u> Build on previous units & focus on: Recognise four parts of a simple narrative – opening, build up, problem and ending. Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. Separation of words with spaces Capital letters at the beginning of sentences. Personal pronoun - I Full Stops Capital Letters for names.	<u>Saving Mr Hoot</u> Confidently recognise four parts of a simple narrative – opening, build up, problem and ending Retell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. Retell the story - some as exact repetition and some in own words. Include story language e.g., Once upon a time, One day, suddenly. To write sentences using a capital letter, finger spaces and full stop To spell some taught tricky words correctly To read their work back and 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.
Handwriting 	Visual motor perception Patterns Pencil grip and control	Introduce continuous cursive Pencil grip and control Families of letters (Straight line letters i,l,t,u,y,j) Introduce finger spaces	Continuous cursive Pencil grip and control Families of letters (Curves to start letters c,a,d,g,q,o,e,s)	Continuous cursive Pencil grip and control Families of letters (Top exit letters r,v,w)	Continuous cursive Pencil grip and control Families of letters (Tunnel letters n,m,h,b,p,u) Joining two letters Separation of words with spaces	Continuous cursive Pencil grip and control Families of letters (Hooks, loops and lines letters j,y,f,k) Joining two letters,	Write recognisable letters, most of which are correctly formed.

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Number White Rose Mathematics 	<u>Getting to Know you.</u> Introduction to areas of provision and resources, exploring the provision inside and outside. Where do things belong? Positional language <u>Just like me</u> Match and sort Compare amounts. Compare size, mass and capacity. Explore pattern	<u>It's Me 1,2,3!</u> Representing 1,2 &3 Comparing 1,2 &3 Composition on 1,2, &3 Circles and triangles Positional language <u>Light and Dark</u> Representing numbers to 5 One more and one less Shapes wit 4 sides Time	<u>Alive in 5!</u> Introducing zero Comparing numbers to 5 Composition of 4 & 5 Comparing Mass and capacity (2) <u>Growing 6,7,8</u> 6,7 & 8 Comparing 2 amounts Making pairs Length and height Time	<u>Building 9 + 10</u> Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3D shapes Patterns	<u>To 20 and beyond!</u> Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Match, rotate, manipulate. First then Now Adding more Taking away Spatial reasoning (2) Compose and decompose	<u>Find my Pattern.</u> Doubling, sharing and grouping Odd and Even numbers Spatial reasoning (3) Visualise and build. On the Move Deepening understanding, patterns and relationships Spatial reasoning (4) Mapping	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 doubling facts. 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.
*There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure							

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Past and Present 	To know about my own life-story To talk about past and present events in their own life and how they have changed since birth. To talk about similarities, differences, changes and patterns within their family to create a family tree. To know who the older people are in their life and can identify similarities and differences between their childhood and grandparents. To know some games that my grandparents played when they were young. To know that most people have or had a favourite toy, and they can talk about theirs.	To understand that humans visited the moon for the first time in 1969 and that Neil Armstrong was the first man on the moon. To know about figures from the past (Neil Armstrong and Tim Peake, Buzz Aldrin) To know some similarities and differences between how we celebrate Christmas today and long ago. (Christmas)	How transport has changed through time and enabled us to be able to travel around the world. To explore the history of air travel. Wright Brothers and aeroplane	To understand how we used animals to farm. To learn and understand how we care for animals today and in the past. Our Growing Story	King Charles and his Hats! His timeline through the hats he has worn at different stages of his life. Our ruling monarch.	To look at house and how they have changed through history.	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.

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People, Culture and Communities 	To know about family structures and talk about who is part of their family To identify similarities and differences between themselves and peers. To know the name of the village the school is in. To know what a community is and identify the communities and groups they belong to To know who works at the school, what jobs they have and how these people help them. A wet and windy Harvest for Puddles Puddles and the St Francis Service - 2 stray kitten toys	To talk about how Hindus celebrate Diwali To talk about the Christmas Story and how it is celebrated To know that people around the world have different religions Puddles and the Christmas play. To talk about the Hanukkah and how it is celebrated	To talk about the lives of the people around us and how different cultures celebrate special events. Lunar New Year & Holi Using a world map look at where UK, China & India are located They can listen to some stories from different cultures and compare with stories that they have been told and know well. To learn about cultures and traditions in the countries of China and India including clothing, food, animals, rituals and beliefs. To know that people in other countries may speak different languages Puddles and the Christening Splash!	To learn about the role of a Vet in looking after animals. To learn about the role of a farmer in caring for animals and their young. Using a local map look at where the school is and what we find in the local area To know that Christians celebrate Easter. Puddles and the Happy Easter Day	Using a map look at where our food comes from and plot it. A map of our school garden. A Wedding Day Wish for Puddles	To identify ways in which people in the community help us and each other. To know that simple symbols are used to identify features on a map Puddles lends a paw	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 (where appropriate) maps.

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The Natural World 	To observe change and recognise patterns linked to seasonal changes (Autumn) To learn about the five senses and why they are important to us To ask questions about the natural environment. To respect and care for the natural environments To know about features of my own immediate environment and how they might vary from another. To use pictures from my own life to see how I have changed since birth. To know that there are similarities and differences between people. To harvest grown fruit and vegetables	To know about and recognise the signs of Winter To know about features of the world and Earth To understand why it is important to take care of the earth and explain some ways to do this. Stars , planets – reflective & sources	To know about and recognise the signs of Winter To know some important processes and changes in the natural world including states of matter (freezing, melting etc) To know that there are different countries in the world and talk about the differences they have experienced or seen in photos. To know that a map is a drawing of all or part of Earth's surface. To know that China and India can be found on a map of the world. To know that China and India are countries located across Asia	To know about and recognise the signs of Spring To know that animals use their senses in different ways to us. To name and identify body parts of humans and animals. To know what teeth are for and why most animals, including humans, need them. To know the difference between herbivores and carnivores To know what a habitat is, compare a range of habitats and identify those suited to specific animals. I can observe the changes as animals grow from babies into adulthood - lifecycles of animals	To know about and recognise the signs of Summer To identify different type of seed, where they come from and what we can do with them. To know how to plant a seed and observe changes as it grows either indoors or outdoors. To identify a range of fruit and vegetables To identify some plants, explore how they grow and identify a variety of flowers, comparing them by size, shape and colour. To identify some basic features of a caterpillar/butterfly including its life cycle and compare with the life cycle of humans.	To know about and recognise the signs of Summer To know that some things in the world are man-made and some things are natural - materials To know that some animals are nocturnal To look at habitats for animals and humans.	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 season and changing

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Technology 	To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons To learn about e-safety To begin to give reasons why we need to stay safe online	To know how to operate simple equipment To draw pictures on IWB and begin to change colours To use the iPad to take pictures	To access, understand and interact with a range of technology within the Foundation environment To draw pictures on IWB, changing colour and pen size	To use the IWB, changing games and programmes	To explore how a Bee-Bot works To use the internet with adult supervision to find and retrieve information	To use the Bee-Bots and program them to go forwards and backwards To type their name using a laptop	There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Creating with Materials 	To name colours To experiment with mixing colours To create simple representations of people - <i>self-portrait</i> and objects To draw and colour with pencils and paints To handle and experiment with using different sized brushes. To role play using given props and costumes To explore different techniques for joining materials (<i>Glue Stick</i>) To use different construction materials	To use colours for a particular purpose - <i>A stary night</i> using <i>chalk & paints</i> To share their creations I can begin to mix black and white to primary colours to make them lighter and darker. I can experiment with different materials to make structures for a purpose (I can make a rocket structure) To explore different techniques for joining materials (<i>Glue Stick, PVA</i>) To use some cooking techniques <i>mince pies</i>	To experiment with different mark making tools such as art pencils, pastels, chalk and <i>clay work</i> To explore different techniques for joining materials (<i>Glue Stick, PVA, Masking Tape, Tape</i>) To use non-statutory measures (<i>spoons, cups</i>)	To use natural objects to make a piece of art To know what a pattern looks like and can explore animal patterns. I can explore animal prints and print using a variety of objects. I can print with block printing. To share creations and talk about the process To explore different techniques for joining materials (<i>Glue Stick, PVA, Masking Tape, Tape, Split Pins</i>) To use some cooking techniques (<i>spreading, cutting, threading, coring, mixing, grating, pancakes, dog biscuits & bird feeders</i>)	I can use paints and printing to make my own textured papers. I can make simple collages with different papers To know which prime colours you mix together to make secondary colours To plan what they are going to make (<i>cooking, wood work, construction, junk modelling</i>) - wedding feast To draw more detailed pictures of people and objects To use some cooking techniques (<i>spreading, cutting, threading, coring, mixing, grating, adding flavours</i>) - wedding feast	To know some similarities and differences between materials To explore, use and refine a variety of artistic effects to express their ideas and feeling To share creations, talk about process and evaluate their work To adapt work where necessary To use tools to cut and join wood using different nails and screws To make props and costumes for different role play scenarios I can feel, handle and manipulate a variety of materials.	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.
To create observational drawings To know the names of tools To work hygienically and safely with equipment. To use non-statutory measures (<i>spoons, cups</i>) To learn about and compare artists							

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Being Imaginative and Expressive 	To sing and perform nursery rhymes To join in with whole school singing assemblies To experiment with different instruments and their sounds To talk about whether the like or dislike a piece of music To create musical patterns using body percussion To use costumes and resources to act out narratives I can talk about personal intentions, describing what I am trying to do. I can use drawings to tell a story.	To perform Christmas Carols for grandparents To sing with whole school singing assemblies To begin to build up a repertoire of songs To sing entire songs To use costumes and resources to act out narratives	To join in with whole school singing assemblies To create musical patterns using untuned instruments To begin to create costumes and resources for role play To learn dance routines from other cultures	To learn and perform a poem for Eisteddfod To learn dance routines for the Dance Extravaganza To perform songs at the Easter Service To join in with whole school singing assemblies To associate genres of music with characters and stories To create costumes and resources for role play To create musical patterns using untuned instruments	To move in time to music To join in with whole school singing assemblies To act out well know stories To follow a musical pattern to play tuned instruments To create narratives based around stores	To perform in the Summer Whole School production(songs, dance) To listen to poems and create their own To join in with whole school singing assemblies To create own compositions using tuned instruments To invent their won narratives, making costumes and resources	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move