

EYFS CORE SKILL PROGRESSION

Progression							End of Reception
Self-regulation							
Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset	Begins to respond to the feelings of others, showing concern and offering comfort	Expresses their feelings e.g. happy, sad, scared, worried and angry (zones of regulation) in their interactions with others and through their behaviour and play	Identifies their own feelings through communicating with peers and adults	Understands and identify others' feelings and communicates with peers and adults	Talks about how others might be feeling and respond to their needs and wants, e.g., understanding the meaning of saying sorry	Begins to self-regulate their behaviour Adapt behaviour in different situations, e.g. assembly, register, outdoor play	Shows an understanding and talks about their own feelings and those of others, and regulate their behaviour accordingly
Child Autumn Can seek out adults for support when upset or distract themselves with a fav toy/activity	Child Spring Can express emotions and play with peers e.g. won't hit another child if angry Can tell you how they are feeling	Child Summer Can come and tell an adult if they see another child upset or not feeling happy, might go and give them a hug/play with them	Child Nursery End Points Can tell you how they are feeling may use words e.g. blue/yellow/sad/happy linked to zones	Child Autumn Can tell an adult how their friends are feeling and why e.g. Emma is sad because she misses her mummy	Child Spring If they upset their friend, they can understand what they have done wrong and can understand how their friend is feeling with adult support	Child Summer Can adapt how to behave in different situations and know what appropriate behaviour is	Child Reception End Points Can talk about how they are feeling Can describe how their friends are feeling Can explain why they are feeling a certain way
Adult Autumn Adults to support children with settling and transition. Introduce the colours of Zones of regulation e.g blue is sad, green is happy	Adult Spring Adult consistently models language of ZOR (uses of scripts). Adults to have ZOR around on their lanyard.	Adult Summer Adults to model what to do if they see they are upset, e.g. ask if they are ok, engage in an activity of their interest, use ZOR language, comfort.	Adult Nursery End Points Adults use ZOR language, showing ZOR board and how to use it and how to communicate these feelings to others.	Adult Autumn Adults to model how to ask all adults in the room how they are feeling, e.g Good morning Mrs.. how are you this morning?	Adult Spring Adults to model the language 'talk time' - CTS Adults to be responsive to children's needs.	Adult Summer Adults to share expectations of different situations and practise e.g. how to sit in assembly, on the carpet.	Adult Reception End Points Adults to model self-regulation between themselves and their friends.

Listening and attention

Shows interest in play with sounds, songs and rhymes	Single channelled attention; can shift to a different task if attention fully obtained –using child's name helps focus	Listens to others in one-one or small groups, when conversations interest them	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories	Maintains attention, concentrates and sits quietly during appropriate activity.	Demonstrates two-channelled attention – can listen and do for short-span.	Initiates a conversation with peers/adults and has a back-and-forth conversation which flows	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.
Child Autumn Can listen to songs/rhymes/sounds during whole class teaching for up to 10mins. Can show an interest in playing with sounds during CIL.	Child Spring Can change to a different activity when their name is called. Can engage in a whole class/small group activity for 10mins.	Child Summer Can listen and respond e.g. I went to the farm. Adult responds what did you see. Child responds Child says cooking cake, peer says put it in the oven, child says milkshake (maybe related)	Child Nursery End Points Can join in with a story/rhyme that has repeated refrains e.g. little pig, little pig..... Can tell you what will happen next in stories/songs. Can engage in whole class activity for 15mins.	Child Autumn Can sit quietly on the carpet during whole class carpet time without interrupting the lesson. Can engage in whole class lesson 15-20mins.	Child Spring Can listen and do for a short span for 20-25mins.	Child Summer Can start a conversation with a friend/adult. Can continue the conversation for a period of time and remind on topic.	Child Reception End Points Can listen attentively during whole class and small group time. Can ask questions and make comments about what they have heard. Can engage in a lesson for 20-25mins.
Adult Autumn Adults to support and join in with children at carpet time. Adults to join in with sing/rhymes/sounds.	Adult Spring Adults to support children at carpet time by joining in and encouraging participation. Adults to use gestures/children's name to interact with them.	Adult Summer Adult asks What did you see at the farm? What did you do?. Child responds – adult to model correct language when repeating back.	Adult Nursery End Points Adults to support during carpet time. Adults to model repeated refrains. Adults to encourage child to join in. Where applicable show another copy of the book to less able/EAL.	Adult Autumn Adults to prompt children to sit and listen during carpet times sessions with positive reminders and visuals.	Adult Spring Adults to encourage listening and participation.	Adult Summer Adults to talk to children. Adults to model having conversations.	Adult Reception End Points Adults to model asking and answering questions using high quality language.

Respect each other and the environment

Builds a sense of own immediate family and relations and pets	Observes and notices things in their environment e.g. plants and animals	Joins in with family customs and routines and is able to talk about them.	Learns that they have similarities and differences that connect them to, and distinguish them from, others.	Recognises and talks about similarities and differences between themselves and others, and among families, communities, cultures and traditions e.g. 'I celebrate Diwali'	Makes observations of their environment including animals and plants and explain why some things occur, and talks about changes	Demonstrates care and concern for living things and the environment and begins to understand what effect their behaviour has on the environment	Notifies, understands and explains similarities and differences in their school and living environment.
Child Autumn Can tell you who is in their immediate family e.g. mum/dad and siblings' name	Child Spring Can look at and notice changes in their environment e.g. leaves are growing on the trees. Children aware of where all resources belong (all resources labelled)	Child Summer Children can talk about their home life e.g. where they live and who they live with, celebrations	Child Nursery End Points Can recognise that some things are the same and different about them and their peers e.g. visual features skin colour, eye colour etc	Child Autumn Can tell you what they celebrate e.g. Eid and how they celebrate this at home. Can talk about their home life. Children independently respect resources indoors and outdoors and know where they belong and understand that lids need to go back on pens and glue, so they do not dry up.	Child Spring Can notice and explain changes to animals/people and their environment. E.g. eggs-chicks, caterpillars-butterflies Can explain what changes have happened and why. E.g. puppy is a baby dog, life cycles	Child Summer Can look after plants and animals in their environment. Can explain what they can do to look after their environment e.g. turn the lights off, water plants, don't pick the flowers	Child Reception End Points Can explain similarities and differences between school and their home compared to their friends.
Adult Autumn Adults to be sensitive to individual circumstances Know all children's backgrounds. Model and support children to tidy up indoors and outdoors and respect resources	Adult Spring Adults to label to resources in the room and model where to place these resources. Show changes in their environment e.g. through welly walks. Talking about what they can see, e.g., Red leaves	Adult summer Adults facilitate children talking about their home life. E.g. where they live and who they live with, celebrations.	Adult Nursery End Points Adults to read stories and highlight similarities and differences. Adults to teach jigsaw/RE lessons.	Adult Autumn Adults model to children where there are similarities and differences and children start to compare themselves e.g. celebrations at home, I wear glasses, you wear glasses.	Adult Spring Adults to ensure enrichment experiences are provided for children. Adults to share non-fiction and stories, e.g. lifecycles, books about animals, seasons, transport.	Adult Summer Adults to ensure they have plants in their classrooms. Adults to plant bulbs/flowers with children. Adults to talk about and model how to look after the environment, e.g. turn lights off, recycle.	Adult Reception End Points Adults to model similarities and differences. Adults to read books and use nonfiction texts to share ideas.



Counting

Begins to say some numbers in order, some of which are in the right order.	Counts verbally as far as they can go in their play.	Points or touches each item saying one number for each item using the stable order of 1, 2,3, 4, 5.	Begins to recognise numerals 0-10.	Links numerals with amounts up to 5 and maybe beyond.	Demonstrates increasing confidence at putting numerals in order 0-10	Matches the numeral with groups of items to show how many there are (up to 10).	Verbally counts beyond 20, recognising the pattern of the counting system. Compares quantities up to 10, in different contexts (recognising that one number is greater than the other).
Child Autumn Begins to say some numbers verbally (during play, singing and adult led) in order, some of which are in the right order.	Child Spring Recognise, count and subitise numbers to 3. Can count 0, 1, 2, 3. Can count 3 objects. Begins to compare quantities 0-3. Begin to mark make numerals 0-3 in different media and materials	Child Summer Can count 0-5. Can count 5 objects. Recognise, count and subitise numbers to 5. Begins to compare quantities 0-5. Begin to mark make numerals 0-5 in different media and materials	Child Nursery End Points Begins to say some numbers in order, some of which are in the right order. Counts verbally as far as they can go in their play. Points or touches each item saying one number for each item using the stable order of 0, 1, 2,3, 4, 5.	Child Autumn Can count to 10 verbally. Can count 10 objects. Recognise, count and subitise amounts and numerals to 10. Links numerals with amounts up to 5 and maybe beyond. Can order numerals from 0-5 Can write numerals 0-5. Compares quantities up to 5 (more/less).	Child Spring Can order numerals from 0-10 Can count to at least 20 verbally. Can write numerals 0-10 Compares quantities up to 10.	Child Summer Can count to 20 verbally. Can begin to count objects beyond 10 (and up to 20). Matches the numeral with groups of items to show how many there are (up to 10). Can begin to write numerals beyond 10 (and up to 20).	Child Reception End Points Verbally counts beyond 20, recognising the pattern of the counting system. Compares quantities up to 10, in different contexts (recognising that one number is greater than the other).
Adult Autumn Adults demonstrate how to say and write numerals e.g. during class register how many children are here today? Adults to model singing songs and counting verbally.	Adult Spring Adults to model recognising, counting and subitising (knows how many without counting) to 3 . Adults to model how to say the number rhyme e.g. around the tree, around the tree now I've made the number 3. Adults ask questions to support children to make comparison.	Adult Summer Adults to model recognising, counting and subitising to 5. Adults ask questions to support children to make comparisons, e.g. which is smaller, which is bigger?	Adult Nursery End Points Model 1-1 correspondence when counting.	Adult Autumn Adults to model recognising, counting and subitising to 10. Adults ask questions to support children to make comparisons. What is one more and one less than?	Adult Spring Adults to model recognising, counting and subitising to 10. Adults ask questions to support children to make comparisons. What is one more and one less? Which has many? Which has few?	Adult Summer Model how to match number to quantity ensuring carpet times and small groups reflect this. Adult can take children in groups to do this at a table if they need additional support or have the same visuals/resources as the teacher to support on the carpet. Show number 9 and child needs to count or select 9 objects.	Adult Reception End Points Throughout EYFS staff to follow white rose plans. Throughout EYFS to use counting throughout the day not just in maths lessons/maths table.

Reasoning

Explores and arranges items in their own patterns e.g. lining up toys, sorting in to groups	Explores differences in size, length, weight, capacity and number using words such as giant, big, tiny, heavy, full, empty.	Begins to compare and recognise changes in numbers of things, using words like more, lots of or the same.	Compares two small groups of up to 5 objects, saying when they are the same number of objects in each group e.g. you've got 2, I've got 2, we've got the same.	Use mathematical language to match, sort and compare objects. Can create their own repeating pattern.	Use mathematical language to describe mass and capacity.	Compares two small groups of up to at least 10 and being able to explain how and why they know.	Tackles problems involving predictions and discussion of comparisons and explain how they're going to find the solution or how it was found.
Child Autumn Can sort and match objects by colour or category with support from an adult. E.g put the green toys in the green bowl, put the cars in the car box Can copy a pattern e.g. blue/red.	Child Spring Can explore and compare differences between objects. E.g during CIL adults support children to develop their mathematical language by asking questions e.g who has the biggest tower. With adult support can use appropriate vocab to describe differences e.g. big/small, heavy/light, full/empty.	Child Summer Can say when they have more/less/many/few/same amount of objects than a peer/adult up to 5 objects.	Child Nursery End Points Can compare two groups of up to 5 objects saying when they have the same number in each group.	Child Autumn Can sort and match objects by their own category and tell you what their category is. Can create their own repeating pattern. E.g red, blue, red, blue	Child Spring Can describe which items are the heaviest/lightest. Can describe how full/empty a container is.	Child Summer Can compare two groups of at least up to 10 objects. Can explain which group has more or less, many or few. Through adult questioning explain how and why they know. E.g I know because double 5 is 10	Child Reception End Points Can predict and solve problems e.g. Emma has 3 cars, James has 5 cars we both need the same what will you do?
Adult Autumn Adults to label resources and model where resources go. Adults to model how to copy a pattern e.g. red, blue, red, blue	Adult Spring Adults support children to develop their mathematical language by asking questions e.g who has the tallest tower. Adult to support and use appropriate vocab to describe differences e.g. big/small, heavy/light, full/empty.	Adult Summer Adults to model language during whole class/small group and CIL e.g. who has the most toys, who has the same amount of toys as you.	Adult Nursery End Points Adults to model how to compare amounts of objects e.g. big/small, heavy/light, many/few	Adults Autumn Adults to model sorting and matching by different categories e.g. transport, fruit, reds/blues Adults to model what a repeating pattern is and how to create one e.g . red/blue.	Adults Spring Adults model the language of capacity e..g full/empty, half full.	Adults Summer Adults to ask questions to encourage children to use their reasoning skills e.g. what do you notice? Adults model how to respond to these questions. E.g. I can see that $3+2=5$ because ...	Adults Reception End Points Adults to model the language of prediction and explain and show them to solve problems.

Managing self (Oral Health)

Independently uses the toilet Knows to get and use a tissue to blow and wipe their nose	Adult support needed when putting on or removing coat Follows adult model of personal hygiene measures such as washing of hands Begins to use one piece of cutlery (fork or spoon) to eat independently	Confidently puts on coat, needing support with zips or buttons Follows personal hygiene measures such as washing of hands, with the support of an adult Uses knife and fork to tear food whilst eating	Demonstrates independence with the doing up of zip or button Independently follows personal hygiene measures Beginning to cut with a knife and fork with support	Needing some support with strategies when dressing and undressing Eats with a knife and fork with some support	Needing some support with strategies when dresses and undresses, showing a responsibility for and presentation of clothing items Eats with a knife and fork independently	Independence for changing clothes demonstrated with some support needed for key items such as socks Independently cuts their own food	Demonstrates effective self-help by changing independently, and knowing and demonstrating steps to manage personal hygiene (including brushing of teeth)
Child Autumn Children know where the toilets are and how to use them Children know strategies to put their coat on independently, e.g making sure the arms of their coats are outside in. Children are exposed to different fastenings through fine motor skills activities. E.g buttons, zips, Children are exposed to skills using cutlery through fine motor skill activities and independent play e.g home corner, playdough Children included in discussions around the feeling of bodily fluids and what to do. E.g get a tissue Children supported to transition into different shoes for outdoor play.	Child Spring Children should be using the toilet independently. Children should be able to put their coats on independently and start to fasten it (buttons/zips) Children understand when they must wash their hands for good hygiene. Children use a knife and fork independently to tear food whilst eating. Children independently get a tissue and clean their nose. Children should be able to change their shoes for outdoor play and start to become responsible for their own belongings.	Child Summer Children must be using the toilet independently. Children must put their coats on independently and fasten it (buttons/zips) Children wash their hands without prompts. Children pre-empt the feeling of needed to nose blow and use a tissue. Children use a knife and fork correctly by cutting the food into pieces. Children must change their socks and shoes and independently manage their own belongings	Child Nursery End Points Children independently use the toilet and are aware of hygiene routines. Children know how to get and use a tissue to blow and wipe their nose Children use a knife and fork correctly by cutting the food into pieces. (30 Hours ONLY) Children know how to change their socks and shoes and can look after their own belongings.	Child Autumn Children eat with a knife and fork with some support picking up skills from nursery. Children new to the school are given fine motor skills activities to aid cutting from Nursery curriculum. Children need support with strategies when dressing and undressing and look after their own belongings. E.g PE	Child Spring Children eat with a knife and fork independently Children should be able to independently dress and undress, continuing to look after their own belongings.	Child Summer Children Independently cut their own food and a variety of textured foods during snack and food tech. Children must be able to independently dress and undress and are able to look after their own belongings.	Child Reception End Points Demonstrates effective self-help by changing independently, and knowing and demonstrating steps to manage personal hygiene (including brushing of teeth) <i>Throughout EYFS we will signpost parents to the health visitor and dentist as well as teaching the children about brushing teeth and keeping them healthy through stories, resources, visitors and topics.</i>



Adult Autumn Adults show children where the toilets are and how to use them during their transition to School. Adults show and model to the children the magic trick to put their coat on. Lay their coat flat on the floor, children stand in front of their hood, place their arms in the sleeves and lift the coat over their heads Adults model personal hygiene measures such as washing of hands including the cues of when and how. Adults provide different fastenings through fine motor skills activities. E.g buttons, zips, to help children to do coats up. Adults provide and model fine motor skill activities and independent play e.g home corner, playdough to help children develop their cutting skills. Adult constantly discuss the feeling of bodily fluids and what to do. E.g get a tissue. Adults encourage and help children to transition into different shoes for outdoor play. E.g Wellington Boots.	Adult Spring Adults continue to encourage children to use the magic trick when putting their coat on. Adults model how to fasten their coat and encourage children to use skills learnt from fine motor skill activities. Adults may still need to encourage children to wash their hands for good hygiene. Adult model using a knife and fork independently to tear food whilst eating. Adults to ensure tissues are always available to children and children know where to get a tissue and clean their nose. Adults ensure children's belongings are accessible	Adult Summer Adults continue to model good practice with hand washing, nose blowing, and putting coats on and fastening them.	Adult Nursery End Points Adults constantly promoting hygiene routines Adults modelling using a knife and fork correctly in play and when cooking and eating. Adults praise children for independence and looking after their belongings	Adult Autumn Adults model good practice when eating with the children and during play, showing them techniques, e.g. how to use a knife and fork, how to cut. Adults provide and model fine motor skill activities and independent play e.g home corner, playdough to help children develop their cutting skills (new to school). Adults support children with strategies when dressing and undressing and look after their own belongings. E.g PE.	Adult Spring Adult continues to support children by modelling good practice when eating and using a knife and fork. Adults promote independence with dressing and undressing and looking after their belongings.	Adult Summer Adults praise children for their independence and keeping their belongings safe and together.	Adult Reception End Points Adults provide children with all the skills to be able to dress and undress, keep their belongings safe and have good hygiene routines. <i>Throughout EYFS adults will signpost parents to the health visitor and dentist as well as teaching the children about brushing teeth and keeping them healthy through stories, resources, visitors and topics.</i>
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Understanding of story structure

Understanding of story structure							
Listens to and follows along with familiar stories, shared by an adult	Joins in or imitates the retelling of repeated parts of a story, “We’re going on a bear hunt, we’re going to catch a big one”	Recalls known stories or story language when retelling to a child or adult	Actively listens and engages with new stories shared by an adult	Understands stories have a beginning middle and end, predicting what might come next	Identifies and uses patterns of language that signal the beginning, middle or end of a story, such as “Once upon a time” or “They all lived happily ever after”		Using story language, children create and tell stories with characters, a setting and a clear sequence of beginning, middle and end.
Child Autumn Children enjoy looking at different types of books. Children enjoy being read stories. Children use a variety of different props e.g puppets, cut outs, small world figures to tell a story	Child Spring Children listen to and follow along with familiar stories, shared by an adult Children start to join in or imitate the retelling of repeated parts of a story, such as “We’re going on a bear hunt, we’re going to catch a big one”	Child Summer Children recall known stories and use simple story language such as ‘Once upon a time, a long, long time ago’ when retelling a story to a child or adult	Child Nursery End Points Children actively listen and engage with stories shared by an adult. Children can use props such as puppets to recall a familiar story or tell their own story and use simple story language.	Child Autumn Exploring stories and their features in more detail e.g. blurb, beginning, middle and end. Children use story maps to draw a story and include a beginning, middle and end. Children start to predict what might come next in a story. Children have a bank of story language they can use when retelling, acting, drawing or writing a story. E.g. once upon a time, they lived happily ever after, one day, unfortunately, luckily, finally.	Child Spring Children can identify the begging, middle and end of a well known story. Children are independently using story language more freely and confidently in their play and adult led activities.	Child Summer Children explore stories with a variety of settings. E.g Handa’s surprise is set in another country, Snail and the Whale is set in the sea. Identifies and confidently uses patterns of language that signal the beginning, middle or end of a story, such as “Once upon a time” or “They all lived happily ever after”	Child Reception End Points Using story language, children create and tell stories with characters, a setting and a clear sequence of beginning, middle and end.
Adult Autumn Adults share, and read, a variety of stories with the children. Adults talk about the simple features of a book e.g. covers,	Adult Spring Adults read familiar stories to the children and have props out in the environment to support own learning of retelling a story.	Adult Summer Adults provide opportunities for children to become very familiar with stories by reading them over and over again.	Adult Nursery End Points Adults promote children to actively listen and engage with stories by questioning etc.	Adult Autumn Adults talk about more features of a book e.g. blurb, beginning, middle and end. Adults model how to use a story map	Adult Spring Adults ensure they talk about the beginning, middle and end of familiar stories when they are sharing a book. Adults model story language when making	Adult Summer Adults ensure they share stories with the children that show different settings e.g. woods/beach. Adult Identifies and uses patterns of language that signal the beginning, middle or end of a story, such as “Once upon a	Adult Reception End Points Adult provides the children with lots of opportunities to use story language through props, vocab cards etc.



titleAdults provide children with a variety of different props and model how to use them to retell the story or make up their own, e.g., puppets, cut outs, small world figures to tell a story.		Adults provide children with simple story language such as 'Once upon a time, a long, long time ago' when retelling a story to a child or adult.	Adults provide props such as puppets to help children to recall a familiar story or tell their own story using simple story language.	during discreet teaching and play. With adult questioning, children start to predict what might come next in a story. When prompted by adults, children have a bank of story language they can use when retelling, acting, drawing or writing a story. E.g. once upon a time, they lived happily ever after, one day, unfortunately	up a story or modelling writing.	time" or "They all lived happily ever after" when reading a story, making up a story, using props and modelling sentences.	
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Early writing skills (Correct pencil grip and posture, letter formation)

Uses fist grip to hold pencil, random mark making, starting at any point on the paper	Uses 4-finger grip to hold pencil, mark marking moving left to right	Uses 4-finger grip to hold pencil, symbols that represent letter moving left to right	Uses the beginnings of frog pencil grip to hold pencil, forming mock letters and/ or symbols		Uses the beginnings of tripod grip to hold pencil, forming letters and leaving appropriate spaces Sits at table straight to write	Confidently uses tripod grip to form most letter correctly, using some ascenders and descenders	Uses the correct letter formation to compose a simple sentence
Child Autumn Uses fist grip or digital pronate to hold pencil, crayon, paintbrush etc Random mark making, starting at any point on the paper, whiteboard, floor Explore mark making with a variety of media and materials, small and big movements. E.g paint, shaving foam, flour, chalks etc	Child Spring Children use the 4-finger grip or tripod grip to hold pencil, mark marking moving left to right, adults correct the pencil grip. Children are exposed to the frog pencil grip Use a variety of media to mark make using fingers e.g flour, salt etc.	Child Summer Children use 4-finger grip or tripod grip to hold pencil, symbols that represent letter moving left to right Children are exposed to the frog pencil grip and are encouraged to pick up a pencil in this way. Children start to learn the phonics sounds and how they are formed using the rhymes	Child Nursery End Points Uses the beginnings of frog pencil grip to hold pencil, forming some letters of their name and/or symbols	Child Autumn Uses the beginnings of tripod grip to hold pencil, forming letters left to right Sits at table, developing posture for writing (Phonics and CIL) Starting to form letters correctly in different media and materials. Adults concentrate and model correct orientation	Child Spring Uses tripod grip to hold pencil, forming letters and leaving appropriate spaces Rhymes from phonics schemes to help form letters correctly.	Child Summer Confidently uses tripod grip to form most letter correctly, using some ascenders and descenders Use capital letters, finger spaces and a full stop. Understands the 90, 90, 90 position when sitting to write. E.g a 90-degree angle at the feet/ankles, at the knees and at the elbows	Child Reception End Points Uses the correct letter formation to compose a simple sentence

Fist Grip Digital Pronate	4-Finger Grip Tripod Grip	4-Finger Grip Tripod Grip	How to Hold a Pencil	Tripod Grip 90, 90, 90	Tripod Grip	Tripod Grip	
Children are given daily fine motor skill activities in EYFS to help strengthen their finger muscles							
Adult Autumn Adult to show the children how to hold correctly and . promote this when they hold a pencil, paintbrush etc e.g say to the child how about holding it like this (tripod grip). Adults provide children with a variety of mark making media and materials. E.g paint, shaving foam, flour, chalks etc	Adult Spring Adult model how to hold a pencil using tripod grip and encourage children to use this. Teach children the frog pencil grip method. E.g lay the pencil down, put two frog legs on pencil, lay the pencil across the frogs back, put the leg under the frog. Adults change children position when noticing children are using the wrong hold. Adults provide children with a variety of media to mark make using fingers e.g flour, salt etc.	Adult Summer Adult model how to hold a pencil using tripod grip. Adult continues to model the frog pencil grip method and encourages the children to pick up a pencil in this way. BF/LH - Adults teach the children the RWI phonics sounds and how they are formed using the rhymes in daily phonics lessons.	Adult Nursery End Points Adults encourage and model the use of the frog pencil grip method and ensure children are not reversing back to other holds. Adults help children form some letters of their name and/or symbols.	Adult Autumn Adults model the frog pencil grip method and encourage children to hold the pencil in this way to form letters left to right Adults concentrate and model correct orientation of letters in different media and materials. Adult teaches the children the 90, 90, 90 position when sitting to write. E.g a 90-degree angle at the feet/ankles, at the knees and at the elbows	Adult Spring Adults ensure children are using the tripod grip to hold a pencil, forming letters and leaving appropriate spaces Adults constantly use the rhymes from phonics schemes to help promote children to form letters correctly.	Adult Summer Adults ensure children are confidently using the tripod grip to hold a pencil to form most letters correctly, using some ascenders and descenders Adults ensure children use capital letters, finger spaces and a full stop in their sentences.	Adult Reception End Points Adults ensure all children use the correct letter formation to compose a simple sentence



Cutting skills

Holds scissors, often with both hands, learning to open and close the blades	Opens/closes blades (not ready to use them on paper yet)	Uses the correct scissor hold	Starts snipping paper (not moving forward with the scissors but making small snips)	Cuts straight line (within 2cm from the drawn line, improving in accuracy)	Cuts curved line (a 1cm curved line, within 1cm from the line drawn)	Cuts circle shape (a circle of 15cm in diameter, within 2cm from the drawn line, improving to about 1cm)	Cuts complex shapes, such as figures, using their preferred hand.
Child Autumn Use loop scissors and start to snip the paper Holds scissors, often with both hands, learning to open and close the blades Opens/closes blades (not ready to use them on paper yet)	Child Spring Starts snipping paper (not moving forward with the scissors but making small snips) Use scissors to explore opening and closing using correct hold	Child Summer Confidently uses the correct scissor hold in dominant hand and has a good grip	Child Nursery End Points Hold scissors correctly in dominant hand and start to cut by moving forward	Child Autumn Cuts straight line, moving forward (within 2cm from the drawn line, improving in accuracy)	Child Spring Cuts curved line (a 1cm curved line, within 1cm from the line drawn) Cuts circle shape (a circle of 15cm in diameter, within 2cm from the drawn line, improving to about 1cm) Cuts a straight and turns at an angle e.g zig zag.	Child Summer Cut shapes out, using a variety of materials e.g cardboard, plastic.	Child Reception End Points Cuts complex shapes, such as figures, using their preferred hand.
Adult Autumn Adult provides children with loop scissors and models how to use them. Adults guide children to hold scissors, often with both hands, teaching the children to open and close the blades	Adult Spring Adult models how to snip the paper with the scissors. Adults encourage children to use the correct hand when handling the scissors.	Adult Summer Adults help children to grip the scissors firmly by guiding them and promoting the use of their dominant hand.	Adult Nursery End Points Adults encourage children to hold scissors correctly in dominant hand and start to cut by moving forward	Adult Autumn Adult models how to cuts a straight line, moving forward (within 2cm from the drawn line, improving in accuracy) by guiding children's hand and playing alongside them.	Adult Spring Adult models how to cut: a straight line, moving forward (within 2cm from the drawn line, improving in accuracy) a curved line (a 1cm curved line, within 1cm from the line drawn) a circle shape (a circle of 15cm in diameter, within 2cm from the drawn line, improving to about 1cm) a straight and turns at an angle e.g zig zag. by guiding children's hand and supporting them in CIL.	Adult Summer Adult provides opportunities for children to cut shapes out, using a variety of materials e.g cardboard, plastic.	Adult Reception End Points Adult provides opportunities for children to independently cut complex shapes, such as figures, using their preferred hand.



Forming positive relationships

Shows an interest in others and their play	Demonstrates turn taking and kindness to others	Demonstrates confidence in small group games, waiting for turn, sharing and praising others	Uses strategies to demonstrate understanding of how to be a good friend, such as offering help or asking someone if they are ok	Notifies when others are unhappy or cross and strategies to support or get help from an adult, such as using the network hand	Demonstrates how to approach moments of conflict and offer or ask for help, showing an understanding of 'right' and 'wrong'	Follows school rules, behaving positively to others. Recognises examples of anti-social behaviour, asking for help when demonstrated by another child	Demonstrates an awareness of what a positive and negative relationship is, shows empathy in a range of situations and holds positive relationships with children and adults, feeling good about themselves
Child Autumn Shows an interest in others Form friendships and play with others	Child Spring Show kindness to others including adults e.g turn taking, empathy Follow class and school rules, behaving positively to others	Child Summer Helping others when they are in need. Recognising when they have done something well and celebrating theirs and other children's achievements	Child Nursery End Points Demonstrates confidence in small group games, waiting their turn, sharing and praising others	Child Autumn Uses strategies to demonstrate understanding of how to be a good friend, such as offering help or asking someone if they are ok Follows school rules, behaving positively to others. Recognises examples of anti-social and pro-social behaviour, asking for help when demonstrated by another child e.g anti-social – snatching pro-social – sharing	Child Spring Notifies when others are unhappy or cross and strategies to support or get help from an adult, such as using the network hand, calm corner, sensory room	Child Summer Demonstrates how to approach moments of conflict and offer or ask for help, showing an understanding of 'right' and 'wrong'	Child Reception End Points Demonstrates an awareness of what a positive and negative relationship is, shows empathy in a range of situations and holds positive relationships with children and adults, feeling good about themselves
Adult Autumn During circle times adults encourage children to show an	Adult Spring Adults to be good role models and	Adult Summer Adults talk about ways the children can help others	Adult Nursery End Points Adults ensure they use small group	Adult Autumn Adult models and role play how to be a good friend by	Adult Spring Adult continues to encourage children to notice when	Adult Summer Adults teach children about conflict and give children scenarios.	Adult Reception End Points Adult constantly demonstrates an awareness of what a positive and



interest in others by listening to what they are saying. Adults support children to form friendships and play with others by involving themselves in the children's play, reading stories to promote friendships etc. Adults introduce the Zones of Regulations.	show kindness to others. Adults to be involved in children's play and promote turn taking. Adults constantly promote the class and school rules and behaving positively to others, and by referring to the rules and talking about good and bad choices.	when they are in need. E.g. if they cannot do their zips up, their peer will assist. Adults talk to children and help them to recognise when they have done something well. Encourage and celebrate theirs and other children's achievements. Using Tapestry to share with parents etc	times to promote turn taking, listening to others, sharing and being kind.	providing children with strategies.e.g. getting the sand timer so you know when it is someone else's turn, modelling recognising when someone else wants to play. Adults constantly promote the class and school rules and behaving positively to others by referring to the rules and talking about good and bad choices. Adults teach children about anti-social and pro-social behaviours and understanding of when to ask for help.	others are unhappy, or cross, and give them strategies to support, such as using the network hand, calm corner, sensory room.	Discussions about right and wrong. Teach through jigsaw, books and small group time.	negative relationship is, encouraging the children to show empathy in a range of situations and holds positive relationships with their peers.
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Design and making (EAD/Construction)

Shows an interest in using various construction materials around the learning environment and begins to explore these	Constructs with a purpose using different construction materials/resources	Talks about what they have made. Realises tools can be used for a purpose e.g., scissors to cut	Mixes colours to make a new colour. Uses a few different constructions resources confidently, e.g., playdough, Lego, junk modelling	Explores with different tools, techniques and materials. Not confident in all but showing curiosity towards different ways of working	Confidently uses a range of tools including scissors, stapler, hole punch, rolling pins, pastry cutter	Confidently uses different joining techniques (glue/tape/string) to create a model	Safely uses a variety of materials, tools and techniques. Shares their creations, explaining the process they have used and their end product
Child Autumn Begin to explore and build different construction resources e.g. Playdough, Lego, junk modelling	Child Spring Begin to choose resources that fit their interest. e.g. Construct/create house (use lego)	Child Summer Children select the correct tools for a purpose Choose and make something and talk about what they have made.	Child Nursery End Points Realises tools can be used for a purpose (e.g. Scissors to cut, paintbrush for painting, rolling pin to roll playdough)	Child Autumn Explores with different tools, techniques and materials e.g. Snipping, twisting, ripping	Child Spring Children starting to select a range of tools including: scissors, stapler, hole punch, rolling pins for their chosen activity	Child Summer Children can problem solve when creating Children can independently and confidently use different resources and techniques to achieve their goal. E.g I have used the bottle lids for wheels.	Child Reception End Points Safely uses a variety of materials, tools and techniques. Shares their creations, explaining the process they have used and their end product
Adult Autumn Adults model, and join in, to show tools that can be safely used in an activity. E.g joining boxes together with glue or Sellotape. Adults to model how to hold scissors safely in the environment. Adults to ask questions and to model thinking e.g. this would make a good wheel because it is round.	Adult Spring Adults to model, and join in with children, to show how to fit resources together correctly, indoors and outdoors.	Adult Summer Adults to model how to use different tools safely and select different resources to make things. Adults to articulate their thinking about what they have chosen and why. E.g. which tools would work best.	Adult Nursery End Points Adults teach children how to use tools for a purpose.	Adult Autumn Adults model the most safe and effective joining techniques e.g when joining large objects, you will need Sellotape and not glue	Adult Spring Adults provide a selection of tools for children to self select and use safely.	Adult Summer Adults prompt thinking and evaluation. Adults move the learning on in order to enhance designs. Adults encourage children to review and improve.	Adult Reception End Points Adults take time to talk to children about their designs and discuss what they have chosen to make and why. Adults talk to children about using resources safely.

Exploration of Movement

Walks and runs and is beginning to climb stairs independently	Experiments with different ways of moving – skipping, hopping, climbing, using stilts Rides a bike using feet (not pedals)	Uses brooms/spades to dig sand/soil	Rides trike/bike/scooter confidently by themselves	Balances on/off equipment and can safely jump off equipment	Uses a range of ball skills confidently-throwing, catching, kicking, aiming	Uses apparatus confidently and safely	Negotiates space/obstacles safely. Shows strength, balance, co-ordination when playing. Moves confidently in different ways – skipping, hopping, running, climbing
Child Autumn Go up steps and stairs or climb apparatus using alternate feet	Child Spring Gallop, hop, begin to stand on one leg and may need to hold onto something. Hold a pose for a game like musical statues. Use large muscle movements to wave flags and streamers, paint and make marks.	Child Summer Begin to use apparatus to support physical development (e.g. Digging, sweeping, pouring).	Child Nursery End Points Match their developing physical skills to tasks and activities in the setting. Eg. Decide to walk, crawl or run across a plank.	Child Autumn Revise and refine the fundamental movement skills they have already acquired: Rolling, Crawling Walking Jumping Running Hopping Skipping Climbing Confidently balance on/off a variety of equipment.	Child Spring Uses a range of ball skills confidently and accurately E.g. Kicking, throwing, catching, aiming at a target. Continue to develop the overall body strength and co-ordination.	Child Summer Confidently and safely use a range of large and small apparatus indoors and outdoors alone and in a group	Child Reception End Points Negotiates space/obstacles safely. Shows strength, balance, co-ordination when playing. Moves confidently in different ways – skipping, hopping, running, climbing
Adult Autumn Adults model how to correctly go up the stairs and encourage children to copy. Adults support and model how to use the apparatus, e.g. outside climbing frame. Model how to use apparatus in different areas of the environment. Eg. Digging, sweeping, pouring	Adult Spring Adults join in with games like musical statues to model holding a pose. Adults show children how to hop, stand on one leg and hold a pose in PE lessons and throughout CIL. Adults model large movements to children and encourage children to copy.	Adult Summer Adults will continue to model how to use apparatus in different areas of the environment. Adults will be responsive to the needs of the individual children – reinforcing, consolidating and extending.	Adult Nursery End Points Adults will encourage children to decide what would be the best way to complete a task e.g. how to get from one side to the other of the obstacle course.	Adult Autumn Adults to model rolling, crawling, walking, jumping, running, hopping, skipping and climbing. Adults to show children how to balance on/off equipment and how to do this safely.	Adult Spring Adults will model how to kick, throw, catch and aim a ball confidently and accurately. Adults will set up activities to continue to develop overall body strength and co-ordination.	Adult Summer Adults will set up and model how to use large and small apparatus both indoors and outdoors. Adults will be responsive to the needs of the individual children – reinforcing, consolidating and extending.	Adult Reception End Points Adults will model how to negotiate space and obstacles safely. Adults will model how to hop, skip, run, climb confidently and in different environments (eg. Indoors/outdoors/obstacle courses/dancing)



Receptive language (understand and following instructions)

Shows an awareness of a speaker. To respond to their name when called Accesses language/instructions using visual cues or signs such as toilet	Develops vocabulary associated with common everyday objects and things, e.g., cup, apple, toilet Knows colours and remembers familiar songs/rhymes/ Stories	Uses vocabulary learnt in the correct context (schema), e.g. apple is for snack Uses simple prepositions (on, under, in)	Follows two step instructions without visuals e.g. wash your hands get your snack	Follows 3 step instructions, e.g., go to the sink, wash your hands, then dry them	Demonstrates understanding that there are categories, e.g., farm animals, types of vehicles, weather, fruit. Identifies what goes together in which group	Uses a range of complex prepositions, e.g. in between, behind, in front	Listens attentively. Makes relevant comments and ask questions to clarify understanding in a variety of situations
Child Autumn Can listen and look at the adult when talking. To respond to their name by looking at the adult. Access language/one or two step instructions through visuals and signs.	Child Spring Develop their ability to know and name everyday objects e.g. cup, coat, toilet, shoes. Can say and recognise the colours: red, blue, yellow, green, purple, black, white, pink, brown. Begins to recognise and respond to familiar rhymes, songs and stories.	Child Summer Uses vocabulary learnt in the correct context (schema), e.g. apple is for snack Uses simple prepositions: on, under, in.	Child Nursery End Points Begins to follow two step instructions without visuals e.g. wash your hands get your snack. Joins in with familiar rhymes, songs and stories. Listens attentively to a story and can remember what has happened.	Child Autumn Confidently and independently follows two step instructions without visuals. Understand how to listen carefully -looks at person talking -responds appropriately. Understands why listening is important.	Child Spring Follows 3 step instructions, e.g., go to the sink, wash your hands, then dry them. Demonstrates understanding that there are categories, e.g., farm animals, types of vehicles, weather, fruit. Identifies what goes together in which group. Ask questions to find out more and to check they understand what has been said to them.	Child Summer Uses a range of complex prepositions, e.g. in between, behind, in front. Listen to and talk about stories to build familiarity and understanding.	Child Reception End Points Listens attentively. Makes relevant comments and ask questions to clarify understanding in a variety of situations
Adult Autumn	Adult Spring	Adult Summer	Adult Nursery End Points	Adult Autumn	Adult Spring	Adult Summer	Adult Reception End Points



Adults will model looking and listening at the grown up who is talking (be aware some pupils with SEND may not be able to do this). Adults will model responding to their name and will prompt children to respond to their name. Adults will model and join in with one/two step instructions through using visuals/gestures and signs and follow these.	Adults will model naming everyday objects during adult directed and child-initiated learning. Adults will model naming the colours in play. Adults will join in and lead singing familiar rhymes and songs.	Adults will model using vocabulary in the correct context Eg. Apple is for snack. Adults will model and use simple prepositions such as in, on and under in lessons and in child-initiated learning.	Adults will model and encourage children to follow 2 step instructions using visuals. Adults will join in when singing familiar rhymes and songs. Adults will model how to listen to a story.	Adults will model how to follow two step instructions without visuals. Adults will model how to look at a person when they are talking and how to respond. Adults will model how to listen and prompt children.	Adults will model how to follow a 3 step instructions Adults will model categorising different objects into categories. Adults will model questioning to see how and what the children have understand. Eg. How have the objects been sorted?	Adults will model using a range of complex prepositions eg. In-between, behind, in front and how to use them in learning and in child initiated learning. Adults will model how to listen to a story and re-read familiar stories regularly.	Adults will model how to ask questions in a variety of situations. Eg. How tall is your tower? Who is in your farm?
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Expressive language/role play

Uses sentences of several words, e.g., me no go home Chats to self	Uses regular plurals, e.g., trains Starts to use words ending in -ing Uses possessive's e.g. mummy's car	Uses a simple sentence linked with 'and' Retells a simple past event Corrects self when they are not understood	Uses a large vocabulary of words in different contexts	Talks about things that are going to happen using the correct tense Holds a turn taking conversation with a minimum of 4 listening and talking turns with an adult and/or peer	Asks lots of questions including: Who? Why? Where? What? How?	Asks and answers questions including question words	Holds a conversation when engaged in back-and-forth exchanges with their teacher and peers using some subject specific vocabulary Uses a range of complex prepositions Uses his/her, he/she correctly
Child Autumn Makes themselves understood e.g. Hungry, toilet, hurt children may use visuals or gestures. Uses sentences of several words, e.g., me no go home. Chats to self. To answer simple what and where questions, e.g., what do we do with a pencil?	Child Spring Uses clear words relating to the learning environment Uses regular plurals, e.g., trains, one cat and two cats. Starts to use words ending in -ing, e.g., running and crying Uses possessive's e.g. mummy's car	Child Summer Uses a simple sentence linked with 'and' 'because'. Develop pretend play e.g. Putting the baby to sleep or driving the car to the shops	Child Nursery End Points Retells a simple past event Corrects self when they are not understood Uses a large vocabulary of words in different contexts	Child Autumn Talks about things that are going to happen using the correct tense Asks lots of questions including: Who? Why? Where? What? How?	Child Spring Asks and answers questions including question words Beginning to holds a turn taking conversation with a minimum of 4 listening and talking turns with an adult and/or peer	Child Summer Holds a turn taking conversation with a minimum of 4 listening and taking talking turns with an adult and/or peer Articulate their ideas and thoughts in well formed sentences , e.g. At the weekend I went to the park with my friend Ivy. We went on the swing.	Child Reception End Points Holds a conversation when engaged in back-and-forth exchanges with their teacher and peers using some subject specific vocabulary Uses a range of complex prepositions Uses his/her, he/she correctly
Adult Autumn Adults will model using grammatically correct language 'I am hungry'.	Adult Spring Adults will model using plurals during learning and play. Adults will model and demonstrate using -ing. Eg. I am jumping (whilst Jumping).	Adult Summer Adults will model using a simple sentence with 'and' 'because' Support, and join in with, children during play and encourage imaginative play.	Adult Nursery End Points Adults will model retelling a simple past event Adults will model correct language when a child is correcting themselves	Adult Autumn Adults will model asking and answering questions. Eg. Who is in the jungle?	Adult Spring Adults will model a turn taking conversation and prompt the children to reply.	Adult Summer Adults will model talking in a full sentence and will repeat back correct sentences where appropriate.	Adult Reception End Points Adults will model using a range of complex prepositions. Adults will model using his/her and he/she correctly.



CHERRY TREE LITTLE WANDLE



Phonic skills, awareness of environmental sounds and speech sounds/reading

Begins to hear sounds in the environment	To hear the same first sound for words and names of objects.	To identify first sounds of words and names of objects.	To identify the last sounds of words and objects. To blend sounds into words orally.	To recognise and say sounds – phase 2. To blend to read cvc words e.g. pig, dog	To recognise and say digraphs – phase 3. To blend to read words which contain digraphs/trigraphs e.g. ch, air	Reads CVCC and CVCC words e.g. shut, list.	Confidently and independently reads short sentences in a story book/phonics book
Child Autumn Can identify sounds in the environment e.g. a plane	Child Spring Can hear the same initial sounds for words and objects e.g. s for sun and Sami	Child Summer Can hear and tell and tell an adult the first sound in a word/object.	Nursery End Points Can hear and tell an adult the last sound in words/objects. Can blend sounds into words orally.	Child Autumn Can recognise and name all phase 2 sounds. Can blend to read cvc words.	Child Spring Can recognise and name all phase 3 sounds. Can blend words containing digraphs/trigraphs	Child Summer Can blend to read words containing CVCC/CVCC words.	Reception End Points Can independently and confidently read a phonics book using their phonic knowledge. Can read tricky words without sounding out.