

Chambersbury Primary School



Chambersbury Early Years Progression and Milestones Overview

Area of Learning	EARLY YEARS CHECKPOINT 1: (Reception Baseline)	EARLY YEARS CHECKPOINT 2: Reception end of Autumn term	EARLY YEARS CHECKPOINT 3: Reception end Spring term	EARLY YEARS CHECKPOINT 4: Reception end of Summer term (Early Learning Goals)
Listening, attention and Understanding	<ul style="list-style-type: none"> -Listen with interest and recall what they have heard when being read to during small groups. -Join in with repeated refrains. -Answer questions using sentences of at least 4-5 words -Follow a simple directions/instruction 	<ul style="list-style-type: none"> -Listen attentively and respond to what they hear (songs, stories, rhymes) 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 	<ul style="list-style-type: none"> -Listen attentively and respond to what they hear by answering relevant questions, making 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 a longer conversation when engaged in back-and-forth exchanges with their teacher and peers 	<ul style="list-style-type: none"> -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 over longer, more sustained periods of time

		-Identify simple rhyming words		
Speaking	<ul style="list-style-type: none"> -Use vocabulary that reflects the breadth of their experiences -Uses talk in pretending that objects stand for something else in play e.g. "This box is my castle" -Use sentences of at least five words. -Answer simple why questions? 	<ul style="list-style-type: none"> -Participate in small groups, using vocabulary focussed on objects and people that are of particular importance to them -Comment on things that they have observed. -Express their ideas and feelings about their experiences using full sentences containing 6-8 words, most of the time -Start to use past tense words with modelling and support from their teacher if necessary -Use props and puppets to retell a story. 	<ul style="list-style-type: none"> -Participate in small groups, using recently introduced vocabulary. -Offer explanations for why things have happened, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. -Express their ideas and feelings about their experiences consistently using full sentences, including use of past and present tenses with less modelling and support needed from their teacher 	<ul style="list-style-type: none"> -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, nonfiction, 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 if necessary

			<ul style="list-style-type: none"> -Begin to use connectives (and, because). -Retell stories in role-play 	
Self-Regulation	<ul style="list-style-type: none"> -Communicate how they are feeling with words such as 'happy,' 'sad,' 'worried' and the emotional word of the week -follow at least two simple instructions -Follow classroom rules 	<ul style="list-style-type: none"> -Show an understanding of their own feelings using vocabulary learnt -Work towards simple goals, being able to wait for what they want. -Give focused attention to what the teacher says, beginning to respond appropriately, showing an ability to follow instructions involving ideas or actions. -dress themselves with minimal adult help. 	<ul style="list-style-type: none"> -Show an understanding of their own feelings, and begin to regulate their behaviour. -Work towards simple goals, being able to wait for what they want and are beginning to control their immediate impulses when appropriate. -Give focused attention to what the teacher says, beginning to respond appropriately when engaged in activity, and show an ability to follow instructions involving ideas or actions. 	<ul style="list-style-type: none"> -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. -Follow a series of at least 3 instructions independently. -Use the words of the week that they have been taught during the year independently.

<p>Managing Self</p>	<ul style="list-style-type: none"> -Become more confident to talk to and with unfamiliar people -Become more confident in new social situations -Select their own and use resources and activities with adult support if necessary 	<ul style="list-style-type: none"> -Show confidence to try new activities and show increasing independence -Explain the rules of the classroom, knowing right from wrong. -Put on own clothing such as coat, cardigan, gloves etc. -Usually dry and clean during the day -Talk about and categorise the different food they eat (apple/fruit, carrot/vegetable) -Participates fully in PE lessons -Wash hands effectively. 	<ul style="list-style-type: none"> -Show increasing confidence to try new activities and show independence and resilience -Explain the reasons for rules, knowing right from wrong -Fasten and unfasten buttons -Zip own coat -Name some of the food groups -Talk about how they can stay healthy (get enough sleep, stay clean, not too much time on devices etc) and which foods you should have more or less of 	<ul style="list-style-type: none"> -Show confidence and willingness to try new activities -Show independence, resilience and perseverance in the face of challenge when playing and learning -Explain the reasons for rules, know right from wrong and try to behave accordingly -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
<p>Building Relationships</p>	<p>Plays in a group and can initiate play with others.</p>	<p>Work and play cooperatively and take turns with others. Form a positive attachment to an adult and friendships with peers. Demonstrate friendly behaviour towards others. Talk/activity with 1 other child not of their choosing.</p>	<p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own needs and to others' needs. Talk/activity with 2 other children not of their choosing.</p>	<p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>

<p>Gross Motor Skills</p>	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Begin to combine and sequence at least 6 movements in dance and PE 	<ul style="list-style-type: none"> -In gymnastics and PE lessons and their play; show increasing ball skills (pushing, patting, throwing, catching or kicking) -Travel with confidence and skill around, under, over and through balancing and climbing equipment -Hold balanced shapes -Jump off an object (2 feet to two feet) 	<ul style="list-style-type: none"> -In Games/Athletics (Sports Day) negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. -Negotiate space and obstacles safely, with consideration for themselves and others -Demonstrate strength, balance and coordination when playing -Move energetically when running, jumping, dancing, hopping, skipping and climbing.
<p>Fine Motor Skills</p>	<ul style="list-style-type: none"> -Show a preference for a dominant hand -Snip and cut in a straight line with scissors more confidently -Complete more complex threading activities -Accurately copy a cross, circle, horizontal and vertical straight lines and square from prewriting shapes 	<ul style="list-style-type: none"> -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 -Select and use simple tools to create different 	<ul style="list-style-type: none"> -Use a pencil in the modified tripod grip, effectively to form recognisable letters of the letters of the alphabet -Handle a wider range of tools, objects, construction and malleable materials safely and with increasing control -Uses simple tools to effect changes to materials. (Hole-punching/split pins) 	<ul style="list-style-type: none"> -Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases to form recognisable letters, most of which are correctly formed -Use a range of small tools, including scissors, paint brushes and cutlery with increasing confidence and accuracy

	<ul style="list-style-type: none"> -Draw a more detailed person with arms, legs, a head, feet and hands 	<ul style="list-style-type: none"> effects eg paintbrushes, drawing media e.g. oil pastels, crayons, glue spreader, Sellotape scissors -Create simple representations of events, people and objects -Draw a face 	<ul style="list-style-type: none"> -Select different size paintbrushes to create different effects 	<ul style="list-style-type: none"> -Select different drawing materials in order to create different effects -Begin to show accuracy and care when drawing
Comprehension	<ul style="list-style-type: none"> -Listen with interest when being read to during small groups -Re-tell stories and narratives using their own words and new vocabulary during discussions about stories, non-fiction, rhymes and poems -Use new vocabulary with increasing confidence when playing with peers and in role play -Anticipate key events in stories 	<ul style="list-style-type: none"> -Answer simple retrieval questions about a text which has been read to them -Use recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play with confidence -Explain what new words mean, with adult support when necessary 	<ul style="list-style-type: none"> -Demonstrate understanding when talking with others about what they have read. -Use recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play -Explain what new words mean independently 	<ul style="list-style-type: none"> -Securely demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary -Securely anticipate – where appropriate – key events in stories -Securely use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play
Word reading	<ul style="list-style-type: none"> -Recognise 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 	<ul style="list-style-type: none"> -Hear and say initial sounds in words -Orally segment and blend the sounds in simple VC and CVC words containing Set 1 sounds - Knows which letters represent some of them 	<ul style="list-style-type: none"> -Segment the sounds in simple CVC, CCVC and CVCC words containing Set 1 sounds, including SF and blend them together within a phrase -Read longer words 	<ul style="list-style-type: none"> -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

		<ul style="list-style-type: none"> -Link sounds to letters, naming the letters of the alphabet -Continue a rhyming string 	<ul style="list-style-type: none"> -Read words with suffixes and double letters 	<ul style="list-style-type: none"> with their phonic knowledge, including some common exception words.
Writing	<ul style="list-style-type: none"> -Show a preference for a dominant hand -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 	<ul style="list-style-type: none"> -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 -Using finger grip 	<ul style="list-style-type: none"> -Write independently during play -Write CVC words -Write labels and captions and simple sentences which can be re-read themselves -Using modified tripod grip. 	<ul style="list-style-type: none"> -Sit correctly at a table, holding pencil comfortably -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 -Writing some HRSW (Harder to Read and Spell words)
Number	<ul style="list-style-type: none"> -Count accurately to 5 -Show the correct number of objects to match a given number up to 5 -Count 1:1 correspondence up to 5 -Begin to subitise to 3. 	<ul style="list-style-type: none"> -Select the correct numeral to represent 1 to 5 objects -Record using marks or physical apparatus based on taught models -Count objects to 5 -Count 5 objects from a larger group 	<ul style="list-style-type: none"> -Recognises numerals 1 to 10 -Select the correct numeral to represent 1 to 10 objects -Record using marks or physical apparatus based on a taught model -Count objects to 10 -Count 10 objects from a larger group 	<ul style="list-style-type: none"> -Demonstrate 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

		<ul style="list-style-type: none"> -Show the different ways of making numbers to 5 (Composition of each number) -Confidently subitise to 3 -Compare quantities of two groups with identical objects. 	<ul style="list-style-type: none"> -Show the different ways of making numbers to 10 (Composition of each number) -Compare quantities of two groups with identical objects. Combine two groups to find the whole (numbers). 	<ul style="list-style-type: none"> facts) and some number bonds to 10, including double facts
Numerical Patterns	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Count to 10 confidently -Use the language of 'greater than', 'less than' or 'equal to' to compare two sets of objects to 5 -Say the number that is one more and one less than a number to 5 -Copy a pattern ABCABC (leaf, stick, stone, leaf, stick, stone) -Experiment with objects saying when they are heavy/light, full/empty, big/small 	<ul style="list-style-type: none"> -Count to 20 confidently -Use the language of 'greater than', 'less than' or 'equal to' to compare two sets of objects to 10 -Say 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 and make predictions about objects saying when they are heavy/light, full/empty, big/small 	<ul style="list-style-type: none"> -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
Past & Present	<ul style="list-style-type: none"> -Talk about who is in their family and who is important to them 	<ul style="list-style-type: none"> -Talk about the lives of those in their own families and their roles in society -Know some differences between things in the past and now, drawing on their experiences and 	<ul style="list-style-type: none"> -Talk about the lives of other familiar people (their teacher, their local shop keeper, etc) around them and their roles in society -Know some similarities between things in the past and now, drawing on their 	<ul style="list-style-type: none"> -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

		<p>what has been read in class</p> <p>-Understand the past through characters encountered in books read in class and storytelling</p>	<p>experiences and what has been read in class</p> <p>-Compare and contrast settings and characters encountered in books read in class and storytelling including figures from the past</p>	<p>-Compare and contrast through settings, character, images and events encountered in books read in class and storytelling</p>
<p>People, Cultures and Communities</p>	<p>-Talk about their own likes and dislikes</p> <p>-Talk about who they are and where they live</p>	<p>-Describe their immediate environment using knowledge from observation and discussion</p> <p>-Know some differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>-Explain some differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p>	<p>-Describe their immediate environment using knowledge from observation, discussion and stories</p> <p>-Know some similarities between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>-Explain some similarities between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</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 what has been read in class</p> <p>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p>
<p>The Natural World</p>	<p>-Talk about the things they can see in the natural world</p>	<p>-Explore the natural world around them, making observations and drawing pictures of animals and plants</p>	<p>-Know some similarities and differences between the natural world around them and contrasting environments, drawing on</p>	<p>-Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>-Know some similarities and differences between the</p>

		<ul style="list-style-type: none"> -Know some differences 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
<p>Creating with Materials</p>	<ul style="list-style-type: none"> -Experiment with a variety of resources and materials deciding what to use and make 	<ul style="list-style-type: none"> -Drawing; create simple representations of events, people and objects -Draw a face -Colour; name primary colours and choose particular colours to use for a purpose -Texture; explore and experiment with different materials to compare textures -Know that materials that are soft/rough/shiny -Form; use glue and Sellotape/ masking tape to combine materials -Design; say what they intend to create -Function; replicate an existing model 	<ul style="list-style-type: none"> -Drawing; create simple representations of events, people and objects -Draw a person with at least 8 features – body, head, arms, legs, eyes, mouth, nose, hair -Colour; name primary and secondary colours and explore what happens when colours are mixed -Texture; choose appropriate materials for a purpose -Form; select the most appropriate joining technique for the purpose of their model (hole punch and split pin) -Design; plan with reasoning -Function; adapt an existing model 	<ul style="list-style-type: none"> -Safely use and explore a variety of materials, tools and techniques, experimenting with colour (experimenting with light and shade using specific terminology- light, shade, dark, tone) -Design (plan with an intended outcome) Texture -form and function (create something for a purpose) -Share their creations, explaining the process they have used -make use of props and materials when role playing characters in narratives and stories.

		<ul style="list-style-type: none"> -share their creation with others -use life like, available or modelled props to support role play 	<ul style="list-style-type: none"> -talk with others about their creation and what they like about it -adapt the intended purpose of an object to meet their role play needs e.g. banana is a phone. 	
Being Imaginative and Expressive	<ul style="list-style-type: none"> -remember and sing their favourite nursery rhyme or song 	<ul style="list-style-type: none"> -recount narratives and stories with peers and their teacher -sing a range of well-known nursery rhymes and songs. 	<ul style="list-style-type: none"> -adapt and begin to 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 	<ul style="list-style-type: none"> -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