



EYFS Assessment Progression Grids
Nursery (N2s) - Reception



Communication and Language – Listening, Attention and Understanding

Baseline Sept Nursery	By Christmas	By Easter	End of Nursery	Baseline Sept	By Christmas	By Easter	ELG
Make themselves understood and can become frustrated when they cannot. Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties when they are described e.g. “yellow bucket”. Can sit and listen on the carpet for adult-led sessions for up to 5 minutes.	Understand simple questions including ‘who’, ‘what’, and ‘where’. Understand and act on longer sentences or requests e.g. “go and get your coat please”. Can sit focused on the carpet for adult-led sessions for up to 10 minutes. Understands and follows the daily routine.	Understand a question or instruction that has 2 parts and beginning to follow this. Focused attention on more than one thing at a time. Enjoy listening to longer stories and can remember much of what happens. Can sit focused on the carpet for adult-led sessions for up to 15 minutes, up to a few times a day.	Engage in a short conversation with an adult or peer and continue it for many turns independently. Follow a simple instruction with 2 parts independently. Listen to others in a range of situations, including 1:1, in a group or whole class. Show an interest in books and story time, listening to rhymes and songs. Can sit focused on the carpet for adult-led sessions for up to 20 minutes, up to a few times a day.		Understand how to listen carefully and why listening is important. Understand ‘why’ questions. Listen to stories alongside others, beginning to talk about them. Identify some key parts of stories. Enjoy rhymes, poems, songs and non-fiction books.	Ask questions to find out more, using question hand prompt. Discuss stories in terms of similarities/ differences to others and understanding. Retell a familiar story using repetition and key vocabulary from the text as well as their own words. Understand that non-fiction books can provide new knowledge and vocabulary.	<i>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.</i> <i>Make comments about what they have heard and ask questions to clarify their understanding.</i> <i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i>



Communication and Language – Speaking

Baseline Sept Nursery	By Christmas	By Easter	End of Nursery	Baseline Sept	By Christmas	By Easter	ELG
Beginning to say how they are feeling, using words as well as actions.	Uses longer sentences of four to six words.	Start a conversation with another person and continue it for many turns.	Speak clearly, articulating most sounds correctly.		Be aware of simple conjunctions that join ideas, using ‘and’ independently.	Use new, taught vocabulary in the correct context.	<i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i>
Developing conversation skills, often jumping from topic to topic.	Uses a wider range of vocabulary introduced through tasks and topic books.	Uses talk to organise themselves and their play.	Recognise rhyme and rhyming strings with little support.		Talk about events.	Speak in full sentences.	
Using language to develop pretend play, commentating on what they are imagining, e.g. “driving to the shops”.	Sing a large repertoire of songs independently.	Be able to express a point of view using words and actions.	Uses language to explain alliteration and can give examples of this.		Develop social phrases (e.g., good morning, how are you?)	Use some conjunctions that can connect ideas.	<i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i>
Uses and pronounces speech sounds p, b, m, w, f/th, l/r/w/y, s/sh/ch/dz/j, and multi-syllabic words such as ‘banana’.	Able to talk about familiar books.	Developed communication and in some cases using the correct tense to explain/retell events.	Clap the beats in a word independently.		Use talk for a purpose (i.e. problem solving, organising activities)	Describe events in some detail.	
	Be able to tell a story, either in groups or one to one.		Able to say what their name begins with and recognises some of the sounds in their name, saying these sounds correctly.		Take turns within conversations, responding appropriately.	Explain how things work and why things happen.	<i>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.</i>
			Developing use of more complex sentences to link thoughts and ideas. (e.g. using <i>and</i> , <i>because</i>)			Show some understanding of use of different tenses.	



Personal, Social and Emotional Development – Building Relationships

Baseline Sept Nursery	By Christmas	By Easter	End of Nursery	Baseline Sept	By Christmas	By Easter	ELG
Engage with others through gestures, gaze and talk. Play with increasing confidence on their own. Beginning to seek out others to share experiences.	Becoming more able to separate from their familiar adult and explore new situations with support and encouragement from another adult. Play with increasing confidence on their own and alongside other children (associate play). Confidently talk to familiar adults and friends in the Nursery.	Beginning to understand how others might be feeling and can talk about this with others. Seeks out companionship with adults and other children, sharing experiences and play ideas confidently. Develop friendships with other Nursery children. Invites others to play and attempts to join others play.	Play with peers in a shared activity with little support. For Nursery children, play with one or more children, extending and elaborating play ideas (co-operative play).		Demonstrate sharing abilities when with peers. Discuss characters needs in stories. Take turns with another child. Discuss behaviours that can upset them or others. Confidently talk to familiar adults and friends in Reception. Play with peers in a shared activity with no support. For Reception children, play with one or more children, extending and elaborating play ideas (co-operative play).	Increasingly able to share and co-operate with others, listening to other children and staff, building on what others have said to expand play and imagination. Identify the needs of others in different scenarios. Demonstrate turn taking with others consistently. Understands that their actions may upset others and behaves accordingly. Talk with others to solve conflicts.	<i>Work and play cooperatively and take turns with others.</i> <i>Form positive attachments to adults and friendships with peers.</i> <i>Show sensitivity to their own and to others' needs.</i>



Personal, Social and Emotional Development – Managing Self

Baseline Sept Nursery	By Christmas	By Easter	End of Nursery	Baseline Sept	By Christmas	By Easter	ELG
Developing understanding of their own toileting needs, but may need reminding or help with buttons/zips.	Able to talk about their feelings using words such as 'happy', 'sad', 'worried' etc.	Be increasingly independent in meeting their own care needs, e.g., hand washing and drying, toileting.	Independently ask for help if needed.		Understand that they are an individual and different to others.	Say something that is special/ unique about themselves knowing this may be different to others.	<i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i>
Notice and ask questions about differences such as hair colour, gender, etc.	Show more confidence in new social situations.	Shows their confidence and self-esteem through being outgoing towards people.	Understand and follow simple rules within the classroom and outdoor provision.		Work towards a goal as a group or team with support.	Develop problem solving skills in order to take on challenges.	<i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i>
Express preferences and decisions.	Develop their sense of responsibility and koinonia, e.g., milk monitor.	Able to take risks and try new things or new social situations.	Understand the need for hand washing before snack/ lunchtime.		Say something they have done well.	Able to reflect on and evaluate own work.	<i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i>
Developing independence.	Select and use activities and resources, with help when needed.	Developing ability to express their needs and ask adults for help.	Appreciate that we are all unique and respects differences of others.		Discuss the need for rules in class.	Express how they follow our class/school rules and link to knowing right from wrong.	
	Use the toilet independently.	Be increasingly able to talk	Be increasingly able to talk about and manage their emotions.		Able to explain why rules are important and how they help us.	Discuss how to be a safe pedestrian and model practices.	
					Understand healthy eating practices and name some healthy foods.	Understand the benefits of regular exercise.	
					Discuss bedtime routines and sleeping habits.	Demonstrate good oral hygiene practices.	



		<i>about their emotions.</i>				
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Personal, Social and Emotional Development – Self Regulation

Baseline Sept Nursery	By Christmas	By Easter	End of Nursery	Baseline Sept	By Christmas	By Easter	ELG
Find ways to calm themselves, through being calmed and comforted by familiar adults.	Increasingly follow rules.	Increasingly follow rules, understanding why they are important.	Happily say goodbye to parents and/or carers on arriving at school.		Express feelings and talk about them, alongside their opinions.	Demonstrate skills to identify and moderate feelings e.g., staying calm, discussion, turn taking, waiting.	<i>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</i>
Beginning to manage transitions, for example from parent/carer to familiar adult.	Remember rules without needing an adult to remind them.	Beginning to develop appropriate ways of being assertive.	Say if they are tired, hungry, happy, sad, upset, thirsty, need the toilet etc.		Consider the feelings of others.	Follow instructions involving different ideas and actions.	<i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</i>
Thrive as they develop self-assurance.	Become more outgoing with unfamiliar people, in the safe context of the setting.	Beginning to find solutions to conflicts and rivalries.	Follow a simple instruction given by an adult.		Resolve issues without aggression/physical contact.	Identify the feelings of others in different scenarios.	<i>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.</i>
Safely explore emotions through play, stories and key person time.	Beginning to show awareness of and talk about a variety of feelings in more elaborated ways.	Developing ability to show effortful control with little support.	Developing understanding of appropriate ways of being assertive.		Take turns with another child.	Develop a bank of self-regulation strategies, using these to support moments of dysregulation, e.g., deep breathing, movement, uses senses to explore items.	
	Begin to show 'effortful control'.		Developing ability of finding solutions to conflicts and rivalries.		Discuss characters feelings in stories.		
	Feel confident and enjoy exploring new places and the local area with familiar adults.				Follow a two-step instruction, with support if needed.		



Physical Development – Gross Motor Skills

Baseline Sept Nursery	By Christmas	By Easter	End of Nursery	Baseline Sept	By Christmas	By Easter	ELG
Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Walk, run, jump and climb – start to use the stairs independently. Clap and stamp to music. Demonstrate control of whole-body movements such as rolling, crawling, waving and kicking.	Build independently with a range of appropriate resources. Match their developing physical skills to tasks and activities, e.g., walking across a plank or crawling through a tube. Use large-muscle movements to wave flags and streamers, paint and make marks. Skip, hop stand on one leg and pose for a game like musical statues. Sit with legs crossed on the carpet comfortably for up to 15 minutes.	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Uses and transports large resources safely, understanding the importance of this. Developing control with movement and balance when riding trikes, etc. Enjoy starting to kick, throw and catch large balls. Spin, roll and independently use ropes and	Run, jump and hop confidently. Ride a trike, scooter or other wheeled vehicle competently. Throw and kick a large ball with some accuracy. Beginning to be able to catch a large ball.		Line up and queue with others, not standing too close and touching others. Gain confidence in batting, patting and hitting balls of different sizes e.g. tennis, ping pong, beach balls and balloons. Combine different movements. Develop skills in: - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping - Climbing Demonstrate balance and coordination skills during supported activities.	Take part in ball games with teams, rules and targets. Combine different movements with ease and fluency. Be able to catch a large ball. Sit comfortably when sitting at a table, using core strength to maintain good posture. Apply balance and coordination skills independently. Move confidently with control and grace. Refine skills in: - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping	<i>Negotiate space and obstacles safely, with consideration for themselves and others.</i> <i>Demonstrate strength, balance and coordination when playing.</i> <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i>



	Climb up apparatus using alternate feet.	swings (for example tyre swings).		Sit comfortably on the carpet, using core strength to maintain good posture.	- Climbing	
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Physical Development – Fine Motor Skills

Baseline Sept Nursery	By Christmas	By Easter	End of Nursery	Baseline Sept	By Christmas	By Easter	ELG
Explore different materials and tools including clay, paint, spoons, brushes, etc. Shows an interest in tools and equipment. Realises tools and equipment have a purpose.	Manipulates and uses one-handed tools and equipment, e.g., jugs, paintbrushes, spades, toothbrush. Holds a pencil with some control, using a cylindrical or digital grasp. Explore the purpose of a variety of tools and equipment. Draws circles and lines that may represent people or objects. 	Use a knife and fork with some support. Develop manipulation and control with materials, e.g., paper (tearing, making marks). Developing independence managing buttons, zips and fastening items of clothing. Uses equipment and transportation of equipment safely, understanding the importance of this.	Use a knife and fork. Choose a hand to draw and write with. Hold a pencil using a comfortable grip and good control (modified tripod grasp or tripod grasp). Increasing independence managing buttons, zips and fastenings. Use a pair of scissors to snip safely and independently.		Form some recognisable letters inc. name writing. Draw freely. Use scissors to cut in a straight line. Use a paintbrush to make marks. Show control over small motor skills with support. Holds a pencil comfortably with good control, pressure and accuracy to create drawings and write.	Form letters clearly. Use a pair of scissors effectively using the correct grip. Use a paintbrush to create effective strokes. Apply control over small motor skills independently.	<i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i> <i>Use a range of small tools, including scissors, paint brushes and cutlery.</i> <i>Begin to show accuracy and care when drawing.</i> Specific shapes are used in drawings. 



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Literacy - Comprehension

Baseline Sept Nursery	By Christmas	By Easter	End of Nursery	Baseline Sept	By Christmas	By Easter	ELG
Repeat words and phrases from familiar stories. Take an interest in print or illustrations, by pointing or naming features/ key vocabulary. Enjoy sharing books with an adult. Pays attention by responding to pictures or words when reading/ listening to books being read.	Act out familiar stories, taking on a role. Make comments and ask simple questions about stories. Name the cover of a book. Handle books and turn pages one at a time.	Develop play around stories using props. Engage in extended conversations about stories. Find the page number of a book.	Use repeated refrains or key phrases from stories when incorporating them into their play. Predict the next event in a story, moving to the end of the story. Names of different parts of a book (cover, author, page number).		Predict the ending to a story using prior knowledge. Find the blurb. Discuss understanding of key vocabulary and apply to learning.	Re-read books to build up confidence in fluency, understanding and enjoyment. Predict key events in stories based on the front cover and blurb. Innovate a story and retell in their own words, using key vocabulary.	<i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i> <i>Anticipate – where appropriate – key events in stories.</i> <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</i>



Literacy - Writing

Baseline Sept Nursery	By Christmas	By Easter	End of Nursery	Baseline Sept	By Christmas	By Easter	ELG
Make marks on their picture to stand for their name. Understand that pencils, pens, etc are used to make marks. Enjoy drawing freely.	Make meaningful marks – links to recognising name, using some shapes linked to letters in name. Use some of their print and letter knowledge in their early writing. Use cylindrical or digital grasp to hold a pencil. Draws circles and lines that may represent people or objects. 	Understand that print has meaning and has different purposes. Write some letters of their name. Write some letters accurately.	Writes their own name (with some identifiable letters at least). Secure phase 1 phonics skills, leading to be ready to write (oral segmenting). Know that English is written from left to right and top to bottom.	Form some recognisable letters (including in name writing). Spell CVC words by identifying sounds using Fred fingers. Orally rehearse a sentence within a shared write. Explore caption writing, sometimes independently. Read CVC words written. Explain the idea of a word – a space before and after. Beginning to use finger spaces. Uses a modified tripod grasp or tripod grasp to hold a pencil comfortably.	Form lower case letters clearly. Spell words by identifying sounds. Write short sentences, showing some awareness of capital letters, finger spaces and full stops. Re-read what they have written. Review what they have written and make changes, e.g., letter formation or orientation. Drawing connected pictures over multiple pages e.g., picture stories.	<i>Write recognisable letters, most of which are correctly formed.</i> <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i> <i>Write simple phrases and sentences that can be read by others.</i> Specific shapes are used in drawings. 	



Literacy – Word Reading

Baseline Sept Nursery	By Christmas	By Easter	End of Nursery	Baseline Sept	By Christmas	By Easter	ELG
Recognises familiar print e.g. their own name, logos etc.	Developing phonological awareness (phase 1) – rhymes and syllables. Describe and identify characters and main events in stories.	Know that print has meaning and is used for different purposes. Developing phonological awareness (phase 1) – initial sounds in words. Describe and identify main story settings.	Know that English is read from left to right and top to bottom. Secure phase 1 phonics skills – oral blending and initial sounds. Continues a rhyming string. Describe and identify main story settings, events and principal characters in detail.		Read all Set 1 single sounds (25 sounds in total). Read 5 double consonant sounds/ special friends ‘ll’, ‘ss’, ‘zz’, ‘ff’, ‘ck’. Blend sounds into words orally to identify words. Identify a red word as it is highlighted in reading books – recognise that this cannot be sounded out ‘you can’t Fred a red’.	Blend sounds into words, so they can read short words. Read all Set 1 sounds, double consonant sounds and special friends (35 sounds in total). Read a few common exception words (red words). Read simple phrases. Beginning to read some short sentences. Re-read books and build up confidence, fluency and accuracy in word reading. Read Red Ditty Storybooks.	Read all Set 1 sounds, special friends, 4 double consonants and a minimum of 6 Set 2 sounds. Read Green or Purple Storybooks. <i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i> <i>Read words consistent with their phonic knowledge by sound-blending.</i> <i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i>



Mathematics – Number (SSM in Yellow)

Baseline Sept Nursery	By Christmas	By Easter	End of Nursery	Baseline Sept	By Christmas	By Easter	ELGs
Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5'.	Experiments with their own symbols and marks as well as numerals. Say one number for each item in order: 1,2,3,4,5. Recite numbers past 5.	Show finger numbers up to 5. Solve real world mathematical problems with numbers up to 5.	Subitise up to 3 objects. Select the numeral that represents a set of objects up to 3. Recognise numerals to 5. Uses number names and symbols when comparing numbers to 5.		Uses number names and symbols when comparing numbers to 10. Subitise up to 4 objects. Counts out up to 10 objects from a larger group. Link the numeral (number symbol) with its cardinal number value (quantity) for numbers up to 5. Estimates numbers of things, showing understanding of relative size. Counts objects, actions and sounds up to 10. Begin to automatically recall	Starting to subitise up to 5. Link the numeral (number symbol) with its cardinal number value (quantity) for numbers up to 10. Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and + and – Automatically recall number bonds for numbers 0-5 and some to 10. Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees 6 raisins on a plate as 3 and 3.	<i>Have a deep understanding of number to 10, including the composition of each number.</i> <i>Subitise up to 5.</i> <i>Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts.</i>



				number bonds for numbers 0-5. Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects.	In practical activities, adds one and subtracts one with numbers to 10.	
Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles.	Compare sizes, weights, etc using gesture and language - 'bigger/little/small er', 'high/low', 'tall', 'heavy'. Combine shapes to make new ones – an arch, a bigger triangle, etc. Discuss routes and locations, using words like 'in front of' and 'behind'.	Understand position through words alone – for example, "The bag is under the table," - with no pointing. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Describe a familiar route.	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Make comparisons between objects relating to size, length, weight and capacity.	Use everyday language to talk about shapes in the environment. Know that shapes can appear in different ways and be different sizes. Build and make models with 3-D shapes Create patterns and pictures with 2-D shapes Name common 2-D shapes (circle,	Name common 3-D shapes (sphere, cube, cuboid) Talk about shapes using mathematical language (straight, curved, sides, flat, solid). Create patterns made of objects, numbers and shapes. Understand the measurement of volume/capacity (empty/full/nearly) Understand and use language to compare	



				triangle, square, rectangle, oblong) Sort shapes according to their own criteria. Understand and use positional language in everyday situations. Understand and use ordinal numbers when describing position. Understand and use the language of movement/direction . Describe and recognise patterns made of objects, numbers and shapes. Sort objects and say what features they have in common. Understand and use language to	two of the same container holding different amounts, e.g. more/less. Understand and use the language of comparison when ordering three of the same container holding different amounts, e.g. most/least. Understand the concept of the conservation of volume/capacity. Use uniform non-standard units to measure volume/capacity. Know the names of the days of the week. Say the names of the days of the week in order	
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				compare two objects of different length/width, e.g. longer / shorter; wider / narrower. Understand and use language to compare two objects of different height, e.g. taller / shorter. Understand and use language of comparison when ordering three objects of different lengths/widths /heights, e.g. longest / shortest; widest / narrowest; tallest / shortest. Talk about significant times of the day, e.g. home time, lunch time, snack time, bed time, etc. Understand and use language – before, after, yesterday, today, tomorrow.		
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				Use the language of comparison when talking about time, e.g. longer/ shorter; faster/slower. Sequence two or three familiar events and describe the sequence.		
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Mathematics – Numerical Patterns

Baseline Sept Nursery	By Christmas	By Easter	End of Nursery	Baseline Sept	By Christmas	By Easter	ELG
Compare amounts, saying 'lots', 'more' or 'same'. Joins in and anticipates repeated sound and action patterns. Is interested in what happens next using the pattern of everyday routines.	Talk about and identify the patterns around them. E.g. Stripes on clothes. Use informal language like 'spotty', 'blobs', etc. Notice patterns and arrange things in patterns. Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next.	Extend and create ABAB patterns. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Confidently rote count to 10. Understand 1:1 number correspondence counting to 10. Compare quantities using the language more or fewer. Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. <i>You've got two, I've got two. Same!</i>		Understand the cardinal principle (the last number said is the amount) Enjoys reciting numbers from 0 to 10 and back from 10 to 0. Verbally count beyond 10. Increasingly confident at putting numerals in order 0 – 5 (ordinality). Uses number names and symbols when comparing numbers. Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects.	In practical activities, adds one and subtracts one with numbers to 10. Understand the 'one more/one less than' relationship between consecutive numbers. Matches the numeral with a group of items to show how many there are (up to 10). Explore the composition of numbers to 10, including doubles. Enjoys reciting numbers from 0 to 10 (and beyond) back from 10 to 0. Increasingly confident at putting numerals in order 0 – 10 (ordinality).	<i>Verbally count beyond 20, recognising the pattern of the counting system.</i> <i>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</i> <i>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</i>



				Explore the composition of numbers to 5. Matches the numeral with a group of items to show how many there are (up to 5). Explore the term 'equal' and able to explain what this means, demonstrating this understanding.	Can identify which numbers up to 10 are odd and even. Can explain why these numbers are odd or even.	
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Understanding the World – The Natural World

Baseline Sept Nursery	By Christmas	By Easter	End of Nursery	Baseline Sept	By Christmas	By Easter	ELG
Explore materials with different properties. Explore natural materials, indoors and outdoors. Can talk about some of the things they have observed such as plants, animals, natural and found objects.	Begin to understand the need to respect and care for the natural environment and all living things. Explore and respond to natural phenomena in their setting and on trips. Use all of their senses in hands-on exploration of natural materials.	Explore and talk about different forces they can feel including magnetic attraction and repulsion. Talk about the differences between materials and changes they notice. Plant seeds and care for growing plants. Explore collections of materials with similar and/or different properties.	Talk about where they live and places they go regularly. Name some different types of weather. Identify some natural objects/elements of the natural world. Talk about what they see, using an increasingly wide vocabulary. Use senses to explore the natural world. Developing an understanding of growth, decay and changes over time.		Identify features of their immediate environment, using language appropriately. Observe natural processes and discuss what they see (e.g. ice melting, shadows, floating and sinking). Identify some natural objects/elements of the natural world based on seasons (e.g. leaves falling) Compare contrasting environments in our school grounds. Name the seasons 'Autumn' and 'Winter' and discuss their impact on the environment/animals. Begin to understand the effect their	Name local areas/places based on familiarity (e.g. road name, village, town etc). Identify simple physical features on an aerial map. Draw a simple map including some physical features. Take part in scientific experiments based on natural processes, making predictions and sharing findings. Observe, name, describe and draw the natural world, using appropriate language to discuss. Discuss how we care for the natural world around us. Understand the key features of a life cycle of a plant and an animal. Compare contrasting environments in our local area	<i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i> <i>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.</i> <i>Understand some important processes and changes in the natural world around them, including the seasons and</i>



				behaviour can have on the environment.	and from around the country/world. Name the seasons 'Spring' and 'Summer' and discuss their impact on the environment/animals, comparing them to Autumn and Winter.	<i>changing states of matter.</i>
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Understanding the World - People, Culture and Communities

Baseline Sept Nursery	By Christmas	By Easter	End of Nursery	Baseline Sept	By Christmas	By Easter	ELG
Notice differences between people. Has a sense of own immediate family and relations and pets. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers.	Show interest in different occupations. Beginning to have their own friends. Learns that they have similarities and differences that connect them to, and distinguish them from, others. Make connections between the features of their family and other families.	Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Shows interest in different ways of life indoors and outdoors.	Talk freely about themselves and their family. Talk about experiences personal to them and about their interests. Share some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.		Share examples from their own lives based on a theme/ time of year/ celebration. Name some different members of the community that they have come into contact with (e.g., postman, doctor etc) Understand that people celebrate different things and in different ways. Identify the church as a place of worship and a special place. Compare images of characters/real people from different cultures/communities and discuss clothing, surroundings etc.	Compare their family to another, discussing things that are the same/ different. Discuss different people within the community and their roles, based on their experiences. Discuss different beliefs and celebrations and use appropriate language to compare. Identify different places of worship and important places in the local community, saying why they are important to people. Identify fictional characters and real people from different cultures/ communities and compare to us.	<i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i> <i>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.</i> <i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction</i>



				Identify images of our country (particularly our local area) compared to others, identifying familiar features.	Identify similarities and differences between our country and life in other countries.	<i>texts and – when appropriate – maps.</i>
	<i>EYFS 3: Special People</i> Pupils will know that: Jesus was special and performed miracles. People choose to do a variety of jobs that particularly show Christian values, e.g. emergency services. There are special/important /holy people/ leaders/ teachers in all world faiths. The vicar/Priest is the leader of the local church.	<i>EYFS 8: Friendship</i> Pupils will know that: Most Christians consider themselves to be friends of Jesus. Jesus has 12 special friends called disciples. Pupils are expected to be able to: Recall/retell stories of Jesus with his friends. Talk about why	<i>EYFS 10: Prayer</i> Pupils will know that: Jesus taught his disciples the Lord's Prayer. Prayer is a form of communication with God. Prayer is expressed in a variety of ways. People pray for many different reasons. Muslims use a prayer mat to create a clean space to pray. There are 5 special times each day	<i>EYFS 1: I am Special</i> Pupils will know that: Christians believe that they are fearfully and wonderfully made by God. Christians believe that each one of us is unique, special and loved. Christians refer to God as the Father, the Son and the Holy Spirit. Christians believe that Jesus is God's Son. Muslims have 99 different names for God. Pupils are expected to be able to: Talk about themselves, their likes, dislikes and	<i>EYFS 5: Stories Jesus Heard</i> Pupils will know that: Jesus listened to and learned Old Testament stories. Old Testament stories teach us about God. Pupils are expected to be able to: Recall/retell some of the Old Testament stories Jesus heard. Talk about their favourite stories. Talk about their feelings and experiences. <i>EYFS 6: Stories Jesus Told</i>	<i>EYFS 9: Special Places</i> Pupils will know that: Christians worship in a church. Muslims worship in a mosque. Hindus worship in a temple/mandir. People consider places to be special for different reasons. Some people of faith take off their shoes before entering a place of worship. Pupils are expected to be able to:



The Imam is the leader of the local mosque. Pupils are expected to be able to: Recall/retell stories about Jesus. Talk about why most Christians believe Jesus is the Son of God. Talk about people who are special and give reasons why they are special. Connect people's actions and Christian values. Talk about why the Vicar is special/important to members of the Church. Talk about why the Imam is	friendship is important. Talk about their own experiences of friendship.	when Muslims stop to pray. Pupils are expected to be able to: Talk about the stories of Daniel and Jonah. Talk about the different ways people pray. Talk about their own experiences of prayer. Talk about people of faith using prayer beads. Identify different objects that can be associated with prayer.	what makes them special. Talk about feelings they have experienced. Talk about the names Christians give to God. Talk about Muslim prayer beads and how they are used. <i>EYFS 2: Harvest</i> Pupils will know that: Christians believe God created the world. Christians believe that we should say thank you to God at Harvest time. Christians celebrate the Harvest Festival with a special service in church. Pupils are expected to be able to: Talk about the food they enjoy.	Pupils will know that: Jesus told stories and that they are found in the Bible. Jesus told the stories to teach people about God. Pupils are expected to be able to: Identify a Bible. Recall/retell some of Jesus' stories. Talk about their own experiences and feelings. Ask and respond to questions about their experiences and feelings. Give a simple explanation of the things we can learn from Jesus' stories. <i>EYFS 7: Easter</i> Pupils will know that:	Talk about their special places. Talk about places of worship as special/holy places. Talk about taking off your shoes in a special/holy place. <i>EYFS 11: Special Times</i> Pupils will know that: Christians celebrate the arrival of the Holy Spirit at the Pentecost. People of faith have special times of celebration. Special times create memories. Celebrating special festivals and occasions is important. Pupils are expected to be able to:
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	special/important to Muslims. Talk about why Guru Nanak is special/holy to Sikhs. Talk about why Buddha is special/important to Buddhists. Recall the names and stories of important/ holy people from different world faiths.			Talk about harvest around the world. Talk about why we celebrate harvest. Talk about why it is important to help others, particularly at harvest time. <i>EYFS 4: Christmas</i> Pupils will know that: For Christians, Christmas is the celebration of Jesus' birthday. Jesus was a very special baby. Christians believe he was the Son of God. The church celebrates Christmas in special ways. Pupils are expected to be able to: Recall/retell the nativity story. Identify the characters in the nativity story.	Jesus rode into Jerusalem on a donkey on Palm Sunday. Jesus died on a cross on Good Friday. Christians believe that Jesus rose on Easter Day and is alive today. Easter is the most important time of year for the Church. Pupils are expected to be able to: Tell you that Christians believe Jesus died on the cross because God loves everyone. Briefly retell the story of Easter. Identify symbols associated with Easter. Talk about their own experiences of love and other emotions	Talk about special times. Talk about the festivals they have explored. Recall/retell the story of Pentecost. Talk about feelings associated with special times, festivals and celebrations. Ask questions about special/holy times.
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				Use religious words to talk about Christmas. Talk about why Christmas is important. Talk about how the church celebrates Christmas. Talk about their own experiences of Christmas. Talk about feelings related to celebrating Christmas and birthdays.	expressed in the Easter Story. Ask questions about the Easter Story.	
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Questful RE outcomes



Understanding the World - Past and Present

Baseline Sept Nursery	By Christmas	By Easter	End of Nursery	Baseline Sept	By Christmas	By Easter	ELG
Enjoys playing with small world reconstructions, building on first-hand experiences, e.g., visiting farms, garages, train tracks, walking by a river with family.	Begin to make sense of their own life-story and family's history (talk about photos and memories). Recognises and describes special times or events for family or friends.	Enjoys joining in with family customs and routines and will discuss this with others (e.g., going to the supermarket on Saturday). Remembers and talks about significant events in their own experience.	Talk about places they go regularly and places they have visited. Talks about past and present events in their own life and in the lives of family members. Uses time language to explain past and future events, e.g., "at the weekend", "tomorrow", though may not be the correct phrase e.g., "yesterday night".		Differentiate between now and the past when comparing familiar places, identifying each correctly in their own words. Order 2 images/events based on then and now. Compare images of characters/real people from past and present and discuss clothing, images etc.	Use language to discuss the past and present (e.g., past, a long time ago, now, today etc.), with more accuracy of tense. Order simple events based on chronology, identifying things that may have happened in the past and how they know (e.g., before they were born). Identify fictional characters and real people from the past and compare to us.	<i>Talk about the lives of the people around them and their roles in society.</i> <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i> <i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i>



Expressive Art and Design – Being Imaginative and Expressive

Baseline Sept Nursery	By Christmas	By Easter	End of Nursery	Baseline Sept	By Christmas	By Easter	ELG
Join in with songs and rhymes, making some sounds. Explore a range of sound makers and instruments and play them in different ways. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	Make rhythmical and repetitive sounds. Start to make marks intentionally. Take part in simple pretend play, using an object to represent something else even though they are not similar. Beginning to describe sounds and music imaginatively, e.g., <i>scary music</i>.	Sing the pitch of a tone sung by another person. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Play instruments with increasing control to express their feelings and ideas. Express ideas and feelings through making marks, and sometimes give meaning to the marks they make.	Experiment with and explore musical instruments freely, safely and independently. Sing songs and rhymes that are familiar to them. Create their own songs or improvise a song around one they know. Recreate experiences familiar to them within their play e.g. home corner, role play area etc. Show different emotions in their drawings and paintings. Clap the beats in a word.		Listen to different types of music and express an opinion. Learn new songs based on topics/ themes and join in as part of a class/group. Use musical instruments alongside music to join in. Recreate stories/events using props/ costumes. Join in with some traditional/ staged dances.	Compare different types of music and compare (e.g. pace, instruments, volume, feelings). Recall and sing songs alongside others. Tap a simple beat with musical instruments alongside others. Create stories using props/costumes using drama, dance, music etc. Develop narratives within provision, alongside others. Create choreographed dances, using steps/techniques they have learnt.	<i>Invent, adapt and recount narratives and stories with peers and their teacher.</i> <i>Sing a range of well-known nursery rhymes and songs.</i> <i>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</i>



Expressive Art and Design – Creating with Materials

Baseline Sept Nursery	By Christmas	By Easter	End of Nursery	Baseline Sept	By Christmas	By Easter	ELG
Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Make simple models which express their ideas. Explore different materials to develop their ideas about how to use them and what to make.	Explore colour and colour mixing. Use their imagination as they consider what they can do with different materials and demonstrate this. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Join different materials and explore different textures. Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Uses 3D and 2D structures to explore materials and/or to express ideas.	Freely, safely and independently explore tools, equipment, media and materials provided as part of provision. Talk about their models, pictures and constructions etc. Develop their own ideas and then decide which materials to use to express them.		Colour mix with support. Use different materials to construct. Be aware of how to join materials and different techniques. Look at famous artwork and talk about likes and dislikes. Use senses to identify features of artwork. Begin to develop some artistic skills and techniques based on materials/media used.	Apply colour mixing techniques to match colours they want to represent. Choose appropriate materials from a variety to construct, based on shape, size, function etc. Use joining materials and techniques when constructing. Recreate famous artwork using the correct tools/techniques and verbally evaluate, compared to the original. Use appropriate technical language to identify features of artwork, based on senses.	<i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> <i>Share their creations, explaining the process they have used.</i> <i>Make use of props and materials when role playing characters in narratives and stories.</i>



	<i>enclosures and creating spaces.</i>				<i>Secure some artistic skills and techniques based on materials/media used.</i>	
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