

Nursery Term by Term Progression	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Communication and language Speaking Listening Understanding	I can pay attention when an adult is talking. I show this by stopping and looking, with support. I can join in at story and singing time, with support. My vocabulary is influenced by everyday experiences, at home and school, particularly naming and grouping objects. I can talk about the <i>here and now</i>, using short 3-part sentences to make myself understood.	I can pay attention when an adult is talking. I show this by stopping and looking independently I join in at story / singing time independently, sometime joining in with actions or repeated phrases / sounds. I understand, and am beginning to use, vocabulary to describe simple attributes (e.g., opposites) I show an interest in new vocabulary I'm introduced to in books, and I can sometimes use this when I play. I can talk about what has happened or what will happen, with support I understand, and am beginning to answer, <i>where</i> questions.	I pay attention and respond to adults and other children e.g., answer a simple question or follow a 1-part instruction. I can take turns in a conversation, with support. I can choose and sing my favourite nurse rhyme / song, with some support. I can join in with stories, sometimes filling in the rhyming gaps. I can use vocabulary to describe simple attributes (e.g., opposites). I can name more people, objects, and events beyond my own experience, with support. I can talk about what has happened, or what will happen, using simple 4 / 5-word sentences. I can understand, and am beginning to answer, <i>when</i> questions.	I pay attention and respond appropriately to adults and other children, by taking turns in conversation or following 2-part instructions, sometimes with support I can choose and sing my favourite nurse rhyme / simple song using props and visual prompts to remind me. I join in with stories and have some favourites I continue to name and describe more people, objects, and events, beyond my own experience. I can explain myself, in simple sentences, sticking to a theme in conversations, sometimes with support I can understand, and am beginning to answer, <i>how</i> questions.	I pay attention and respond appropriately to adults and other children, by taking turns in conversations or following 2-part instructions, usually independently. I choose and sing my favourite nurse rhyme / simple song independently. I am beginning to say what I think about my favourite stories and why. I am beginning to use story book language and more descriptive language when I play. I explain myself using simple sentences, sticking to a theme in conversations. I can understand, and am beginning to answer, <i>why</i> questions.	I pay attention to more than 1 thing at a time. I listen to and join in with, songs, rhymes, stories, and associated actions. I sing my favourite songs off by heart. I can offer my own ideas in different situations. I talk in full sentences, of at least 4-6 words. I retell the main points of my favourite stories My spoken vocabulary uses words / phrases I've learnt in stories and other reading. I can answer <i>where, when, how and why</i> questions, sometimes adding more detail to my answers.

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PSED Self-Regulation Managing Self Building Relationships	I know who to ask to help me do things I can join in with our simple routines, with adult support I am beginning to know the differences in boundaries and expectations between school and setting. I join in with sharing and turn taking when these are modelled and supported by an adult. I show emotions in an age-appropriate way, I still sometimes need help to manage the way I'm feeling. I can listen with support at story time. I play alongside my friends. I participate in short adult led activities, sometimes with encouragement. I follow 1-part instructions by joining in and following an adult.	I can ask for help from familiar adults, sometimes with support I can follow our routines with the help of visual prompts and adult support. I follow our class rules, with adult support. I can adjust my behaviour to conform to the boundaries and expectations of school, with support. I can share and take turns with support I can match a range of emotions to visual prompts and body language examples, with adult support. I listen at story time and show I'm listening by looking, sometimes with reminders. I am beginning to play with other children, often with adult support. I participate in short adult led activities. I follow 1-part instructions by copying others.	I can ask for help from familiar adults. I follow our routines, sometimes with reminders. I follow our rules, sometimes with reminders. I can adjust my behaviour to conform to the boundaries and expectations of school, with reminders. I can share and take and take turns, sometimes with reminders. I can control my emotions, occasionally with the help of an adult. I listen at story time and show I'm listening by looking. I sometimes play with other children. I am learning to look at and listen to others as part of our play. I am beginning to concentrate for longer periods, during play and adult led activities.	I ask my friends or adults for help if I can't do something. I can follow our routines without help I can follow our class rules I can share and take turns during group time I can talk about the emotions of characters in books I play with other children, using talk and actions to communicate as we play. I can concentrate to complete an adult led activity, with support. I follow 1 part instructions independently.	I talk to unfamiliar adults with growing confidence. I can say what our class rules are and why we need them. I always share and take turns. I can relate the feelings of characters to my own experiences I can describe how I'm feeling using basic vocabulary (happy, sad, cross) I can hold a simple conversation with adults and children during playful experiences I can concentrate to complete an adult led activity.	I am confident to talk to unfamiliar adults and children. I know and follow our class rules and routines independently. I can solve conflicts by talking with others to help them see my point of view. I share and take turns during adult led opportunities and play based provision. I can identify and explain my emotions using a growing range of words (excited, surprised, confused, angry) I know that I need to listen to my friends and teachers and can show this by looking. I can listen to and complete 2-part instructions given by my teachers.

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Physical Development	I join in and have a go at a range of physical development activities, indoors and outdoors, often with support. I am learning how to handle tools and equipment safely and with care. I have a go at using writing tools to make marks	I can run, walk and crawl. I climb up and down stairs or equipment, holding onto a rail or adult for support. I enjoy joining in with a range of balancing activities, usually with support. I can use scissors safely to snip.	I can stamp, tip toe, and jump with 2 feet together. I climb up and down stairs and over large apparatus, sometimes with the support of something to hold on to. I can balance across a plank, along a line or to ride a bike / scooter, with support. I can use scissors to cut along straight and curved lines, with support I can trace over shapes, lines and patterns.	I can hop one 1 leg I can climb up and down stairs, and over large apparatus, using alternative feet, sometimes with support. I can balance across a plank, along a line or to ride a trike / scooter I can use scissors to cut along straight and curved lines I can hold a pen or pencil, usually using a tripod grip.	I can travel around a large space, negotiating space independently by adjusting speed and movement. I can climb up and down stairs and over large apparatus, using alternative feet. I can balance to hold a pose. I use scissors to cut more complex shapes such as zig zags, wavy lines etc.	I confidently use a range of large and small apparatus indoors and outside. I can control scissors to cut different shapes to add to my creations. I am active I can name some healthy foods

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Literacy Reading Writing	I join in and copy the sounds that I've heard in stories songs and games, with support. I can name some animals / objects and make their sounds. I can spot characters / objects in pictures. I name objects / characters in my favourite books, with adult support. I can spot similarities to match pictures or objects by looking. I pick my name card as part of our self-registration routine, with support	I can join in with action songs and rhymes, sometimes with support I look at books with the support of an adult I can use my mouth to make lots of different sounds when I join in with stories and games. I can find my own self-registration name card by looking at the letter shapes.	I can join in with action songs and rhymes I can spot differences in shapes / patterns by looking closely at pictures or objects I join in with repeated refrains in stories I can fill in the rhyming gaps in stories and rhymes I am beginning to choose to look at books, on my own or with my friends I can trace over the letters in my name, with support I can find my name in different places and in a list of other names	I know some songs and rhymes from memory I can tell some simple stories with repetitive language from memory I can clap the beats (syllables) in my name I have favourite books which I talk about, with some support I can say when 2 words rhyme I can trace over the letters in my name I handle books carefully, turning the pages and holding the book correctly. I can hear the beginning spoken sounds in words.	I can clap the beats (syllables) in everyday objects e.g animals, transport, household items I can begin to hear an initial sound in a word. I can say when 2 words begin with the same spoken sound I can find an object from a set which begins with a given spoken sound. I can copy my name, with support I re-tell known stories using the pictures	I can say a string of words that rhyme with a given word, with the help of props or an adult I can listen and put spoken sounds together to make a word (i.e blend: s-a-t, j-u-m-p, e-gg) I can listen and separate the spoken sounds in words (i.e. segment: pat, hop, skip) I can read and write my own name I am interested in print and can find the letters from my own name in books / environmental print I have favourite known stories and can talk about these with an adult

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Maths	I join in with number songs and stories with support. I explore shape and space when I play in different areas across the environment, with adult support I can name specific colours. I can sort by colour. I can copy as simple ABAB pattern.	I join in with number songs, stories and counting aloud, sometimes with support. I say some number names when I play I can complete a basic inset puzzle by matching shapes and turning the pieces. I explore shape and space when I play in different areas across the environment I can name and find some 2 d shapes in the environment I understand the words more, big, small to find / show quantities and amounts and show this when I play I use different resources to make my own shapes and patterns I can sort by size	I join in with number songs, stories and counting aloud. I can count 1-3 objects and actions, with support I can represent numbers 1-3 using my fingers, with support I show an interest in numbers as I play in different areas of the environment I recognise some numbers of personal significance I use 2d and 3d shapes to create pictures and models, with adult support I can complete a 4-piece puzzle by turning the shapes and using developing spatial awareness I use the words <i>more, lots, full, empty, same, big, small, fat, thin</i>, to describe quantities and amounts	I can count aloud to 10 I can count 1-6 objects and actions I can represent numbers 1-6 using my fingers I can count different arrangements of objects which cannot be moved, with support (e.g. on playing cards or on a screen) I can take turns to play maths games which involve counting and recognising numbers, with support. I can say when 2 amounts are the same (up to 5) just by looking I can say when 2 quantities are the same (size, capacity, length) just by looking I use 2d and 3d shapes to create my own pictures and models I can copy and continue ABAB patterns using different resources (including instruments, art tools, loose parts and construction equipment)	I can say which of 2 amounts has the most (up to 5) just by looking. I can count objects which can't be moved (e.g., on playing cards or on a screen) I can draw amounts of people or objects up to 5 I can take turns to play maths games which involve counting and recognising numbers, with support. I can say which is the longest, tallest, fullest quantity, just by looking I can find objects which are <i>flat, curved and round</i>. I can point to the <i>corners and sides</i> of objects I use simple positional language <i>In front, on top, next to, behind</i> I use the appropriate shapes to construct my models, design my pictures I use the language of time: <i>first, next, then, last</i>	I can count backwards from 5 I can say which of 2 amounts has the least (up to 5) just by looking. I can link the quantity to the cardinal number it represents. 1-5 I can sort objects based on different attributes e.g. Colour, size, shape. I can order quantities by big, bigger, biggest, full, fuller, fullest, tall, taller, tallest, long, longer, longest I talk about my own models and pictures using the language of shape and space including <i>flat, curved, round, straight, side, corner and some shape names</i> I can complete a 9–12-piece puzzle by manipulating the shapes and using a picture for reference I understand the language of time: <i>first I, next, then, last</i> I understand positional language In front, on top, next to, behind

Nursery Term by Term Progression	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Understanding the World	I use my senses in hands-on exploration of natural materials. I understand the names of objects and some descriptive words used by adults. I show this by finding and matching objects and descriptions (linked to natural and everyday objects) I am beginning to use the names and words that I've learnt to describe my hands on experiences (linked to natural and everyday objects) I know who is in my family and can talk about them, sometimes with adult support I can talk about my house and about where I live. I can say what I look like. I can name some body parts.	I know that different people enjoy different celebrations and special times, and I can name some. I participate in, and am starting to talk about, different cultural celebrations I understand the names of objects and some descriptive words used by adults. I show this by finding and matching objects and descriptions (linked to celebrations) I am beginning to use the names and words that I've learnt to describe my hands on experiences (linked to celebrations) I can talk about changes that happen when we're cooking. I can operate different tools for cooking safely e.g., whisks, juicers, knives, rolling pins, cutters .	I explore collections of materials with similar and different properties. I can talk about materials and simply compare them. I can name a variety of animals and their young. I can spot similarities and differences between different types of animals. I understand some key vocabulary used to describe animals. I show this by finding and matching objects and descriptions. I am beginning to use the new vocabulary I've learnt to describe different types of animals I am beginning to understand how to care for living things such as pets and farm animals. I can talk about how ice melts in simple terms, using my experience I can talk about changes that happen when we're cooking different recipes I can operate different tools for cooking safely e.g., whisks, juicers, knives, rolling pins, cutters	I am beginning to use the names and words that I've learnt to talk about the past. I know that dinosaurs lived before I was born and a long time in the past. I can talk about changes that happen when we're cooking different recipes I can operate different tools for cooking safely e.g., whisks, juicers, knives, rolling pins, cutters I can talk about different cultural celebrations simply.	I know the key features of the life cycle of a chick, frog, and butterfly, talking about what I've seen first-hand. I can plant different seeds to grow flowers, fruit and vegetables. I can care for plants to grow them. I know, and can explain, the simple key features of a plant lifecycle. I can identify when plants are the same and when they are different. I can name and find several minibeasts we can find in our garden. I describe the minibeasts in our garden in simple terms (legs, colour etc) I know where different minibeast like to live	I can identify important people in my community and can simply explain the jobs that they do. I can take on the role of different occupations through role play. I know that the world is made up of different countries which have different climates e.g. hot, cold, jungle, desert I know that people wear different clothes in different countries, depending on the climate and culture I can operate simple codable toys (e.g., BEEBOTS and other battery / remote controlled toys) I can experiment by floating and sinking objects. I can talk about how this happens in simple terms using what I experience I can talk about different occupations and say what I want to do in the future.

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Expressive Arts & Design Being Imaginative Music Making Drawing and making skills	I explore the play resources by playing alongside others	I am beginning to act out everyday experiences, with adult support	I am beginning to act out everyday experiences by joining in with other children	I can act out every day synarios in a group, I often repeat the same role play many times	I can act out my own narrative with my friends, this can last for extended periods	I use unrelated objects as substitutes for other things, as props to support my play.
	I listen to songs and join in, with support	I join in acting out a simple known story told by adult- using props or puppets	I use small world props and puppets to retell known stories, with the support of an adult	I use small world props and puppets to retell known stories, sometimes with the support of an adult	I can use small world props and puppets to retell stories / songs I've learnt	I can make up my own stories using puppets and props, based on the stories I know
	I join in by exploring the different sounds made by musical instruments	I listen to songs and generally join in with the actions	I quickly learn new songs and join in when we sing them	I sing known songs by following the pitch of the melody to form a recognisable tune	I can sing my favourite songs from memory	I sometimes make up my own songs
	I experiment with new creative resources and tools (e.g., paint, glue, glitter, feathers, different types of sensory play, dough)	I can name some musical instruments	I can change how I play instruments by following simple instructions.	I can copy simple rhythms to match songs and rhymes	I can follow picture patterns to play musical patterns using the instruments	I can choose instruments to match characters and feelings when enacting stories / songs with an adult
	I control a pencil, pen, chalk or paintbrush to draw lines and begin to form new shapes	I can use an instrument by copying an adult	I can use some instruments to make different sorts of sounds e.g. fast /slow/loud/quiet.			
		I can clap a steady beat	I can make observational drawings by looking closely and replicating shapes, with adult support	I can join materials, using split pins and cable ties, with adult support	I can draw recognisable forms and am beginning to talk about my drawings	I can select and adapt materials and techniques I've learnt to create a chosen design
		I can join materials, using tape and glue, sometimes with adult support		I can create new colours by mixing two colours together, with adult support	I can make more detailed observational drawings by looking closely and replicating shapes	I can retell a know story through pictures / model making
		I can create collages and junk models with adult support	I can fold and snip paper to create a chosen effect, with adult support	I can roll and scrunch paper to add to my creations.	I use specific colours for a purpose	I can draw with increasing detail, incorporating more detailed features and elements.
		I am beginning to represent objects by enclosing shapes and adding key features such as lines and circles, with adult support	I can create collages and junk models with adult support	I can make observational drawings by looking closely to replicate shapes, with support	I can use staples and hole punches to make books and join things, with adult support	I can use a camera to record experiences

Nursery Autumn 1 Milestones to work towards to be 'on track'

CL	PSE	PHS	Lit	Maths	UW	EAD
I can pay attention when an adult is talking. I show this by stopping and looking, with support. I can join in at story and singing time, with support. My vocabulary is influenced by everyday experiences, at home and school, particularly naming and grouping objects. I can talk about the <i>here and now</i>, using short 3-part sentences to make myself understood.	I know who to ask to help me do things I can join in with our simple routines, with adult support I am beginning to know the differences in boundaries and expectations between school and setting. I join in with sharing and turn taking when these are modelled and supported by an adult. I show emotions in an age-appropriate way, I still sometimes need help to manage the way I'm feeling. I can listen with support at story time. I play alongside my friends. I participate in short adult led activities, sometimes with encouragement. I follow 1-part instructions by joining in and following an adult.	I join in and have a go at a range of physical development activities, indoors and outdoors, often with support. I am learning how to handle tools and equipment safely and with care. I have a go at using writing tools to make marks	I join in and copy the sounds that I've heard in stories, songs and games, with support. I can name some animals / objects and make their sounds. I can spot characters / objects in pictures. I name objects / characters in my favourite books, with adult support. I can spot similarities to match pictures or objects by looking. I pick my name card as part of our self-registration routine, with support	I join in with number songs and stories with support. I explore shape and space when I play in different areas across the environment, with adult support I can name specific colours. I can sort by colour. I can copy as simple ABAB pattern.	I use my senses in hands-on exploration of natural materials. I understand the names of objects and some descriptive words used by adults. I show this by finding and matching objects and descriptions (linked to natural and everyday objects) I am beginning to use the names and words that I've learnt to describe my hands on experiences (linked to natural and everyday objects) I know who is in my family and can talk about them, sometimes with adult support I can talk about my house and about where I live. I can say what I look like. I can name some body parts.	I explore the play resources by playing alongside others I listen to songs and join in, with support I join in by exploring the different sounds made by musical instruments I experiment with new creative resources and tools (e.g., paint, glue, glitter, feathers, different types of sensory play, dough) I control a pencil, pen, chalk or paintbrush to draw lines and begin to form new shapes.

Nursery Autumn 2 Milestones to work towards to be 'on track'

CLL	PSE	PHS	Lit	Maths	UW	EAD
I can pay attention when an adult is talking. I show this by stopping and looking independently I join in at story / singing time independently, sometime joining in with actions or repeated phrases / sounds. I understand, and am beginning to use, vocabulary to describe simple attributes (e.g. opposites) I show an interest in new vocabulary I'm introduced to in books, and I can sometimes use this when I play. I can talk about what has happened or what will happen, with support I understand, and am beginning to answer, <i>where</i> questions.	I can ask for help from familiar adults, sometimes with support I can follow our routines with the help of visual prompts and adult support. I follow our class rules, with adult support. I can adjust my behaviour to conform to the boundaries and expectations of school, with support. I can share and take turns with support I can match a range of emotions to visual prompts and body language examples, with adult support. I listen at story time and show I'm listening by looking, sometimes with reminders. I am beginning to play with other children, often with adult support. I participate in short adult led activities. I follow 1-part instructions by copying others.	I can run, walk, and crawl. I can climb up and down stairs or equipment, holding onto a rail or adult for support. I enjoy joining in with a range of balancing activities, usually with support. I can use scissors safely to snip.	I can join in with action songs and rhymes, sometimes with support I look at books with the support of an adult I can use my mouth to make lots of different sounds when I join in with stories and games. I can find my own self-registration name card by looking at the letter shapes.	I join in with number songs, stories and counting aloud, sometimes with support. I say some number names when I play I can complete a basic inset puzzle by matching shapes and turning the pieces. I explore shape and space when I play in different areas across the environment I can name and find some 2 d shapes in the environment I understand the words more, big, small to find / show quantities and amounts and show this when I play I use different resources to make my own shapes and patterns I can sort by size	I know that different people enjoy different celebrations and special times, and I can name some. I participate in, and am starting to talk about, different cultural celebrations I understand the names of objects and some descriptive words used by adults. I show this by finding and matching objects and descriptions (linked to celebrations) I am beginning to use the names and words that I've learnt to describe my hands on experiences (linked to celebrations) I can talk about changes that happen when we're cooking. I can operate different tools for cooking safely e.g., whisks, juicers, knives, rolling pins, cutters	I am beginning to act out everyday experiences, with adult support I join in acting out a simple known story told by adult- using props or puppets I listen to songs and generally join in with the actions I can name some musical instruments I can use an instrument by copying an adult I can clap a steady beat I can join materials, using tape and glue, sometimes with adult support I can create collages and junk models with adult support I am beginning to represent objects by enclosing shapes and adding key features such as lines and circles, with adult support

Nursery Spring 1 Milestones to work towards to be 'on track'

CLL	PSE	PHS	Lit	Maths	UW	EA
I pay attention and respond to adults and other children e.g., answer a simple question or follow a 1-part instruction. I can take turns in a conversation, with support. I can choose and sing my favourite nursery rhyme / song, with some support. I can join in with stories, sometimes filling in the rhyming gaps. I can use vocabulary to describe simple attributes (e.g., opposites). I can name more people, objects, and events beyond my own experience, with support. I can talk about what has happened, or what will happen, using simple 4 / 5-word sentences. I can understand, and am beginning to answer, <i>when</i> questions.	I can ask for help from familiar adults. I follow our routines, sometimes with reminders. I follow our rules, sometimes with reminders. I can adjust my behaviour to conform to the boundaries and expectations of school, sometimes with reminders. I can share and take and take turns, sometimes with reminders. I can control my emotions, occasionally with the help of an adult. I listen at story time and show I'm listening by looking. I sometimes play with other children. I am learning to look at and listen to others as part of our play. I am beginning to concentrate for longer periods, during play and adult led activities.	I can stamp, tip toe, and jump with 2 feet together. I climb up and down stairs and over large apparatus, sometimes with the support of something to hold on to. I can balance across a plank, along a line or to ride a bike / scooter, with support. I can use scissors to cut along straight and curved lines, with support I can trace over shapes, lines and patterns.	I can join in with action songs and rhymes I can spot differences in shapes / patterns by looking closely at pictures or objects I join in with repeated refrains in stories I can fill in the rhyming gaps in stories and rhymes I am beginning to choose to look at books, on my own or with my friends I can trace over the letters in my name, with support I can find my name in different places and in a list of other names	I join in with number songs, stories and counting aloud. I can count 1-3 objects and actions, with support I can represent numbers 1-3 using my fingers, with support I show an interest in numbers as I play in different areas of the environment I recognise some numbers of personal significance I use 2d and 3d shapes to create pictures and models, with adult support I can complete a 4-piece puzzle by turning the shapes and using developing spatial awareness I use the words <i>more, lots, full, empty, same, big, small, fat, thin</i>, to describe quantities and amounts	I explore collections of materials with similar and different properties. I can talk about materials and simply compare them. I can name a variety of animals and their young. I can spot similarities and differences between different types of animals. I understand some key vocabulary used to describe animals. I show this by finding and matching objects and descriptions. I am beginning to use the new vocabulary I've learn to describe different types of animals I am beginning to understand how to care for living things such as pets and farm animals. I can talk about how ice melts in simple terms, using my experience I can talk about changes that happen when we're cooking different recipes I can operate different tools for cooking safely e.g., whisks, juicers, knives, rolling pins, cutters	I am beginning to act out everyday experiences by joining in with other children I use small world props and puppets to retell known stories, with the support of an adult I quickly learn new songs and join in when we sing them I can change how I play instruments by following simple instructions. I can use some instruments to make different sorts of sounds e.g. fast /slow/loud/quiet. I can make observational drawings by looking closely and replicating shapes, with adult support I can fold and snip paper to create a chosen effect, with adult support I can create collages and junk models with adult support

Nursery Spring 2 Milestones to work towards to be 'on track'

CLL	PSE	PHS	Lit	Maths	UW	EA
I pay attention and respond appropriately to adults and other children, by taking turns in conversation or following 2-part instructions, sometimes with support I can choose and sing my favourite nursey rhyme / simple song using props and visual prompts to remind me. I join in with stories and have some favourites I continue to name and describe more people, objects, and events, beyond my own experience. I can explain myself, in simple sentences, sticking to a theme in conversations, sometimes with support I can understand, and am beginning to answer, <i>how</i> questions.	I ask my friends or adults for help if I can't do something. I can follow our routines without help I can follow our class rules I can share and take turns during group time I can talk about the emotions of characters in books in simple terms I play with other children, using talk and actions to communicate as we play. I can concentrate to complete an adult led activity, with support. I follow 1-part instructions independently.	I can hop one 1 leg I can climb up and down stairs, and over large apparatus, using alternative feet, sometimes with support. I can balance across a plank, along a line or to ride a trike / scooter I can use scissors to cut along straight and curved lines I can hold a pen or pencil, usually using a tripod grip.	I know some songs and rhymes from memory I can tell some simple stories with repetitive language from memory I can clap the beats (syllables) in my name I talk about my favourite books, with some support I can say when 2 words rhyme I can trace over the letters in my name I handle books carefully, turning the pages and holding the book correctly.	I can count aloud to 10 I can count 1-6 objects and actions I can represent numbers 1-6 using my fingers I can count different arrangements of objects which cannot be moved, with support (e.g. on playing cards or on a screen) I can take turns to play maths games which involve counting and recognising numbers, with support. I can say when 2 amounts are the same (up to 5) just by looking I can say when 2 quantities are the same (size, capacity, length) just by looking I use 2d and 3d shapes to create my own pictures and models I can copy and continue ABAB patterns using different resources (including instruments, art tools, loose parts and construction equipment)	I am beginning to use the names and words that I've learnt to talk about the past. I know that dinosaurs lived before I was born and a long time in the past. I can talk about changes that happen when we're cooking different recipes I can operate different tools for cooking safely e.g., whisks, juicers, knives, rolling pins, cutters I can talk about different cultural celebrations simply.	I can act out every day synarios in a group, I often repeat the same role play many times I use small world props and puppets to retell known stories, sometimes with the support of an adult I sing known songs by following the pitch of the melody to form a recognisable tune I can copy simple rhythms to match songs and rhymes I can join materials, using split pins and cable ties, with adult support I can create new colours by mixing two colours together, with adult support I can roll and scrunch paper to add to my creations. I can make observational drawings by looking closely to replicate shapes, with support

Nursery Summer 1 Milestones to work towards to be 'on track'

CLL	PSE	PHS	Lit	Maths	UW	EA
I pay attention and respond appropriately to adults and other children, by taking turns in conversations or following 2-part instructions, usually independently. I choose and sing my favourite nursey rhyme / simple song independently. I am beginning to say what I think about my favourite stories and why. I am beginning to use story book language and more descriptive language when I play. I explain myself using simple sentences, sticking to a theme in conversations. I can understand, and am beginning to answer, <i>why</i> questions.	I talk to unfamiliar adults with growing confidence. I can say what our class rules are and why we need them. I always share and take turns. I can relate the feelings of characters to my own experiences I can describe how I'm feeling using basic vocabulary (happy, sad, cross) I can hold a simple conversation with adults and children during playful experiences I can concentrate to complete an adult led activity.	I can travel around a large space, negotiating space independently by adjusting speed and movement. I can climb up and down stairs and over large apparatus, using alternative feet. I can balance to hold a pose. I use scissors to cut more complex shapes such as zig zags, wavy lines etc.	I can clap the beats (syllables) in everyday objects e.g animals, transport, household items I can begin to hear an initial sound in a word. I can say when 2 words begin with the same spoken sound I can find an object from a set which begins with a given spoken sound. I can copy my name, with support I re-tell known stories using the pictures	I can say which of 2 amounts has the most (up to 5) just by looking. I can count objects which can't be moved (e.g., on playing cards or on a screen) I can draw amounts of people or objects up to 5 I can take turns to play maths games which involve counting and recognising numbers, with support. I can say which is the longest, tallest, fullest quantity, just by looking I can find objects which are <i>flat, curved and round</i>. I can point to the <i>corners and sides</i> of objects I use simple positional language <i>In front, on top, next to, behind</i> I use the appropriate shapes to construct my models, design my pictures I use the language of time: <i>first, next, then, last</i>	I know the key features of the life cycle of a chick, frog, and butterfly, talking about what I've seen first-hand. I can plant different seeds to grow flowers, fruit and vegetables. I can care for plants to grow them. I know, and can explain, the simple key features of a plant lifecycle. I can identify when plants are the same and when they are different. I can name and find several minibeasts we can find in our garden. I describe the minibeasts in our garden in simple terms (legs, colour etc) I know where different minibeast like to live	I can act out my own narrative with my friends, this can last for extended periods I can use small world props and puppets to retell stories / songs I've learnt I can follow picture patterns to play musical patterns using the instruments I can draw recognisable forms and am beginning to talk about my drawings I can make more detailed observational drawings by looking closely and replicating shapes I use specific colours for a purpose I can use staples and hole punches to make books and join things, with adult support

Nursery Summer 2 Milestones to work towards to be 'on track'

CLL	PSE	PHS	Lit	Maths	UW	EA
I pay attention to more than 1 thing at a time. I listen to and join in with, songs, rhymes, stories, and associated actions. I sing my favourite songs from memory I can offer my own ideas in different situations. I talk in full sentences, of at least 4-6 words. I retell the main points of my favourite stories My spoken vocabulary uses words / phrases I've learnt in stories and other reading. I can answer <i>where, when, how and why</i> questions, sometimes adding more detail to my answers.	I am confident to talk to unfamiliar adults and children. I know and follow our class rules and routines independently. I can solve conflicts by talking with others to help them see my point of view. I share and take turns during adult led opportunities and play based provision. I can identify and explain my emotions using a growing range of words (excited, surprised, confused, angry) I know that I need to listen to my friends and teachers and can show this by looking. I can listen to and complete 2-part instructions given by my teachers.	I confidently use a range of large and small apparatus indoors and outside. I can control scissors to cut different shapes to add to my creations. I am active I can name some healthy foods	I can say a string of words that rhyme with a given word, with the help of props or an adult I can listen and put spoken sounds together to make a word (i.e blend: s-a-t, j-u-m-p, e-gg) I can listen and separate the spoken sounds in words (i.e. segment: pat, hop, skip) I can read and write my own name I am interested in print and can find the letters from my own name in books / environmental print I have favourite known stories and can talk about these with an adult	I can count backwards from 5 I can say which of 2 amounts has the least (up to 5) just by looking. I can link the quantity to the cardinal number it represents. 1-5 I can sort objects based on different attributes e.g. Colour, size, shape. I can order quantities by big, bigger, biggest, full, fuller, fullest, tall, taller, tallest, long, longer, longest I talk about my own models and pictures using the language of shape and space including flat, <i>curved, round, straight, side, corner and some shape names</i> I can complete a 9–12-piece puzzle by manipulating the shapes and using a picture for reference I understand the language of time: <i>first</i> I, <i>next</i>, <i>then</i>, <i>last</i> I understand positional language In front, on top, next to, behind	I can identify important people in my community and can simply explain the jobs that they do. I can take on the role of different occupations through role play. I know that the world is made up of different countries which have different climates e.g. hot, cold, jungle, desert I know that people wear different clothes in different countries, depending on the climate and culture I can operate simple codable toys (e.g., BEEBOTS and other battery / remote controlled toys) I can experiment by floating and sinking objects. I can talk about how this happens in simple terms using what I experience I can talk about different occupations and say what I want to do in the future.	I use unrelated objects as substitutes for other things, as props to support my play. I can make up my own stories using puppets and props, based on the stories I know I sometimes make up my own songs I can choose instruments to match characters and feelings when enacting stories / songs with an adult I can select and adapt materials and techniques I've learnt to create a chosen design I can retell a know story through pictures / model making I can draw with increasing detail, incorporating more detailed features and elements. I can use a camera to record experiences

Reception Term by Term Progression	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Communication and language Listening ELG Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to 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. Speaking ELG Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	I can listen to and join in with songs, rhymes stories and associated actions I can offer my own ideas based in several situations, sometimes with support. I talk in full sentences, sometimes with support. I talk in full sentences, of at least 4-6 words. I retell the main points of my favourite stories I can answer <i>where, when, how and why</i> questions, sometimes adding more detail to my answers.	I can retell known stories in my own words, with some support I can offer my own ideas and recall experiences using new words I've learnt. I can make up my own stories with support. I talk in full sentences using past and present tenses accurately.	I can recall key facts from nonfiction texts we've been reading, with support I can make up my own simple stories following a simple beginning, middle, end structure. I am beginning to offer simple explanations and opinions using new words I've learnt	I can retell known stories in greater detail, without support I can explain and express opinions using new words I've learnt. I can tell my own stories including increasing detail.	I can recall key facts from nonfiction texts we've been reading I can ask questions to find out more I can use talk about the past, using new words I've learnt I speak in longer sentences joined by conjunctions following a spoken model.	I can ask questions and explain what I understand by the answers. I can use talk to plan using new words I've learnt. I speak in longer sentences joined by conjunctions. The stories I make up include aspects of story language

Reception Term by Term Progression	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
PSED Self-Regulation ELG 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. Managing Self ELG Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships ELG 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.	I can use basic vocabulary (happy, sad) to identify and explain my emotions. I can show a developing understanding of classroom rules and routines. I can listen to and complete 2 part instructions given by my teachers. I can ask for help from familiar adults or other children when I need it. I can make independent choices in the learning environment sometimes with support. I can share and take turns without an adult. I know that I need to listen to my friends and teachers and can show this by looking.	I can use more complex vocabulary to identify the emotions and feelings in stories. I can show an increasing awareness and understanding of the feelings of others. I follow classroom rules and routines. I can complete two-part instructions given to me by my teacher without reminders. I can make independent choices in the learning environment. I can continue an activity until completion. I can work with my friends to tidy the learning environment by following a model. I can pay attention and respond appropriately in conversations.	I can talk about the feelings of others and begin to show an understanding of why they might feel that way. I can set myself challenges. I can follow more complex instructions given to me by my teacher. I know when I get frustrated and can manage my feelings appropriately. I can work with my friends to complete a project when I play.	I can talk about my feelings in detail. I can complete challenges I have set for myself and set by an adult. I can continue an activity with sustained concentration. I can adapt and refine my thinking and actions when I encounter a problem in my play.	ELG Achieved	ELG Achieved

Reception Term by Term Progression	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Physical Development Gross Motor Skills ELG Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Fine Motor Skills ELG - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing.	I can use one handed tools safely and find what need in the environment e.g., scissors, knives, forks, pencils, paintbrushes. I can cut using scissors with growing control I can explore different ways of moving, including marching, tiptoeing, and squatting I can go to the toilet independently, wash my hands, say when I'm hungry / thirsty / feeling unwell, line up and follow instructions.	I can use a pen, pencil, scissors, or paintbrush to follow along / trace a line / shape I can form identifiable letters, following a model. I can show coordination when demonstrating gross motor movements i.e. rolling, crawling, skipping, hopping, jumping etc). I can explore different ways of moving and using equipment. I can balance on 1 leg. I can hold a position for 10 seconds. I can get dressed and undressed independently.	I can use scissors to make fringes, curls, cutting out internal shapes / patterns. I can form identifiable letters independently, sometimes sitting on a line. I can use equipment to balance, jump and land, climb. I can combine different movements in a sequence e.g. climb, jump, roll	I can use a template to draw around and cut out independently. I can use scissors to cut a variety of materials (wool, fabric, tinfoil, tissue, sometimes with support. I can form identifiable letters independently, on a line, with growing proportion. I can throw and catch with a partner. I can kick a ball and receive it with a partner. I can balance a beanbag on my head	I can use scissors to cut a variety of materials to independently support my model making / artwork. I can form some capital letters matched to lower case letters that I know, with some support. I can play group games which involve ball skills and control of large-scale movements. I can talk about the factors that support my health and wellbeing (Healthy Schools week).	I can use a tripod grip to form all letters (lower and upper case) in accordance with the Letterjoin Handwriting scheme I can travel with confidence and skill, negotiating space independently. I can independently use a range of large and small apparatus indoors and outside. I can understand the importance of exercise and healthy eating.

Reception Term by Term Progression	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Literacy Comprehension ELG Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word Reading ELG Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing ELG 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.	I can identify rhyming pairs and continue a rhyming string I can orally blend and segment I can read and write my name I can name the first 12 letter sound correspondences (Phase 2), sometimes with support.	I can confidently read the first 19 letter sound correspondences (Phase 2) I can read all Phase 2 Tricky words I can read and make CVC words I can read pink band books, sometimes with support. I attempt to form letter shapes matched to sounds.	I can read phase 2 sounds plus j-qu. I can read Phase 3 words containing known sounds, with support I can read phonetically matched books, with support. I can write a simple sentence containing phonemes I know (when guided). I can form some recognisable letters matched to sounds.	I can read all the phase 2 phonemes plus first 10 digraphs of phase 3. I can read all Phase 3 tricky words I can spell Phase 2 tricky words, following a model where necessary. I can read and spell cvc words containing taught sounds. I can read phonetically matched books I can write simple sentences containing any Phase 3 digraphs taught.	I can read all the first 44 letter sound correspondences (Phase 3) I can read and spell longer words containing adjacent consonants I can write a sequence of simple sentences using any taught digraphs / trigraphs (when guided) I can form all letters correctly.	I can confidently read all the first 44 letter sound correspondences. I am beginning to recognise and use split digraphs plus ph. I can read all Phase 4 Tricky words I can spell all Phase 3 tricky words, sometimes following a model. I can read phonetically matched books I can write a sequence of simple sentences using any taught digraphs / trigraphs.

Reception Term by Term Progression	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Mathematics Number ELG Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns ELG 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.	I can count objects, actions, and sounds from 1-5 I can subitise numbers 1-4. I can link the quantity to the cardinal number it represents. I can count forwards and backwards to 5. I can use a five frame. I can use jottings to represent numbers to 5. I can sort objects based on different attributes e.g., colour, size, shape.	I can subitise numbers 1-5. I can sort quantities into groups which are the same, different and equal. I can sort objects in different ways and explain my sorting with support. I can say which group has more and which group has less. I can use the language of equal to when two groups are the same. I can use the language of earlier than/ later than/ before and after. I can sequence at least 4 events in order. I can recognise a whole and a part. I can compose and decompose 3, 4, 5. I can count a set of objects and say how many there are altogether.	I know that a number can be made up of two smaller numbers. I can arrange compositions of number bonds to 5 in different ways. I can begin to show a knowledge of number bonds to 5 by heart. I can count and represent objects up to 10. I can link the quantity to the cardinal number it represents. I can compare two quantities up to 10, saying which has more or fewer items- or use the term equal correctly. I can represent quantities to 5 in different ways. I can play a dice game with a number track. I can understand ordinal numbers. I can compose and decompose numbers to 5.	I can sort objects and explain why and how I've sorted them. I can say what is one more or one less than a given number. I can compare numbers using the language more/less/equal. I can compose and decompose with numbers to 7. I can know a double is part and another part the same quantity. I can recognise and name some basic 2-D and 3-D shapes. I can describe a shape using terms such as 'sides, corners, flat, solid etc....' I can compose and decompose 3-D shapes to see the 2-D shapes inside.	I can compose and decompose numbers to 10. I can create my own AB patterns. I can repeat more complex patterns e.g., AABB, ABB, AABBB. I can order numbers to ten. I can count using a range of strategies. I can count beyond ten. I can count beyond twenty. I can count things that can't be seen. I can subitise with more complex arrangements. I can subitise double amounts. I can solve simple problems with numbers to ten.	I know that doubling means twice as many. I can double a given number using concrete objects and jottings. I can recall some doubling facts up to 10 sometimes with support. I can share a given quantity into two equal groups. I know that when a group can't be shared equally, it is odd. I know that when a group can be shared equally, it is even. I can represent odd and even numbers in different ways. I can compare length, weight and capacity. I can describe length using shorter than, it is longer than, it is equal to. I can describe weight, using heavier than, it is lighter than, it is equal to. I can describe distance Far, further, furthest I can describe capacity

Reception Term by Term Progression	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Understanding the World Past and Present ELG Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling People Culture and Communities ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. The Natural World ELG Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	I can talk about people I know in my life I can compare my school environment with my home environment and say how these differences might impact on my behaviour I can say where I live and know I live in a town I can talk about some features in my local environment I can name body parts and know I need to keep myself healthy.	I can talk about the seasons and how these change the environment throughout the year- Autumn I can describe changes in state- cooking I can talk about different religions / cultures; how they are similar and different from my own I can talk about how a range of celebrations are celebrated and the similarities in these. I can talk about similarities and differences in this country and others with support	I can talk about the seasons and how these change the environment throughout the year- Winter I can describe changes in water as it freezes and melts- I can say some reasons why I can name some features of the countryside and a town. I can talk about my local environment and say how it is different to the countryside. I can name some features of a farm and say why farms are important I can name some farm animals and their babies. I can show how different religions / cultures are similar and different from my own I know why the bible is important to Christians	I know that dinosaurs lived long ago, before people were born. I can talk about the past using images to support me. I can use non fiction texts to help me talk about the past. I can compare the past to now. I can talk about the seasons and how these change the environment throughout the year- Spring I can describe changes in chocolate as it melts I can say which animals live in different environments and how they adapt to those environments	I can talk about how plants grow and what they need to grow and stay alive. To name and describe plants and animals in the natural world. I can make simple maps of my local environment I know how I can take care of my environment and living things in it. I know why stories in the bible are important to Christians	I can talk about how my local environment is the same / different from the environment in stories I can talk about the past in contrast to the present using pictures, characters and stories. I can compare the lives of other people in the past with my life now. I can talk about the seasons and how these change the environment throughout the year- Summer I can talk about jobs and my goals for the future. I can explore a place of worship and say why it is important to some people. I can explore forces with support and talk about what I have found out. I can explore floating and sinking and talk about what I have found out in simple terms.

Reception Term by Term Progression	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Expressive Arts and Design Creating with Materials ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive ELG 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.	I can use a pen, pencil, chalk, pastel to draw a self-portrait. I can create a collage using scissors, glue and colours effectively. I know who Frida Kahlo is and can talk about her style. I can name all of the colours and use them for a purpose. I can say what my creation is. I can act out my own narratives with others, based on my everyday experiences I learn to sing simple songs from memory, with the support of an adult. I can use percussion instruments to keep a steady beat/pulse	I can create patterns using shapes and colours. I can mix colours and create different shades. I know who Andy Goldsworthy is and can talk about his style. I can say what my creation is and talk about it with support. I can retell known stories using props and puppets I can sing new songs once they've been taught to me I use instruments to Keep a beat and play increasingly complex patterns I can identify loud and soft sounds. I can use percussion instruments and voice sounds to create loud and soft sounds.	I can create prints using a variety of techniques. I can use my observation to draw in more detail. I know who Kandinsky is and can talk about his style. can create a piece of art in the style of an artist and talk about it. I can talk about my creation and say what I like about it. I have a repertoire of songs which I can sing from memory I can move rhythmically to music I am beginning to make up my own stories using props and puppets. I can identify fast and slow music. I can play an instrument in matched way eg loud, soft, fast, slow. I can follow signals from a conductor.	I can use available resources to create a box model. I can mix materials to create different textures. I can mix techniques to create different textures. I know who Seurat is and can talk about his style. I can explain my creative choices. I can perform by singing and dancing I make up my own stories with props and puppets, using language which has been influenced by reading I can distinguish between a high and low sound. I can use my voice to make high and low sounds.	I know what collage is and can create a piece of art with this technique. I can say how I could improve my work. I know who Matisse is and can talk about his work. I can talk about how different types of music make me feel I can copy a simple rhythm. I can compose my own simple rhythm.	I know who Picasso is and can talk about his work. I can use paints to create a still life picture. I can design and make my own sculpture. I can explain the creative choices of others. I can name a few different musical / dance styles I can name some percussion instruments I can identify some instruments in musical pieces. I can choose an instrument to represent a sound.

Reception Autumn 1 Milestones to work towards to be 'on track'

CLL	PSE	PHS	Lit	Maths	UW	EA
I can listen to and join in with songs, rhymes stories and associated actions I can offer my own ideas based in several situations, sometimes with support. I talk in full sentences, sometimes with support. I talk in full sentences, of at least 4-6 words. I retell the main points of my favourite stories I can answer <i>where, when, how and why</i> questions, sometimes adding more detail to my answers.	I can use basic vocabulary (happy, sad) to identify and explain my emotions. I can show a developing understanding of classroom rules and routines. I can listen to and complete basic 2 part instructions given by my teachers. I can ask for help from familiar adults when I need it. I can make independent choices in the learning environment sometimes with support. I can share and take turns with support. I know that I need to listen to my friends and teachers and can show this by looking.	I can use one handed tools safely and find what need in the environment e.g., scissors, knives, forks, pencils, paintbrushes. I can cut using scissors with growing control I can explore different ways of moving, including marching, tiptoeing, and squatting I can go to the toilet independently, wash my hands, say when I'm hungry / thirsty / feeling unwell, line up and follow instructions.	I can identify rhyming pairs and continue a rhyming string I can orally blend and segment I can read and write my name I can name the first 12 letter sound correspondences (Phase 2), sometimes with support.	I can count objects, actions, and sounds from 1-5 I can subitise numbers 1-4. I can link the quantity to the cardinal number it represents. I can count forwards and backwards to 5. I can use a five frame. I can use jottings to represent numbers to 5. I can sort objects based on different attributes e.g., colour, size, shape.	I can talk about people I know in my life I can compare my school environment with my home environment and say how these differences might impact on my behaviour I can say where I live and know I live in a town I can talk about some features in my local environment I can name body parts and know I need to keep myself healthy.	I can use a pen, pencil, chalk, pastel to draw a self-portrait. I can create a collage using scissors, glue and colours effectively. I know who Frida Kahlo is and can talk about her style. I can name all of the colours and use them for a purpose. I can say what my creation is. I can act out my own narratives with others, based on my everyday experiences I learn to sing simple songs from memory, with the support of an adult. I can use percussion instruments to keep a steady beat/pulse

Reception Autumn 2 Milestones to work towards to be 'on track'

CLL	PSE	PHS	Lit	Maths	UW	EA
I can retell known stories in my own words, with some support I can offer my own ideas and recall experiences using new words I've learnt. I can make up my own stories with support. I talk in full sentences using past and present tenses accurately.	I can use more complex vocabulary to identify the emotions and feelings in stories. I can show an increasing awareness and understanding of the feelings of others. I follow classroom rules and routines. I can complete two-part instructions given to me by my teacher without reminders. I can make independent choices in the learning environment. I can continue an activity until completion. I can work with my friends to tidy the learning environment by following a model. I can share and take turns without an adult. I can pay attention and respond appropriately in conversations.	I can use a pen, pencil, scissors or paintbrush to follow along / trace a line / shape I can form identifiable letters, following a model. I can show coordination when demonstrating gross motor movements i.e. rolling, crawling, skipping, hopping, jumping etc). I can explore different ways of moving and using equipment. I can balance on 1 leg. I can hold a position for 10 seconds. I can get dressed and undressed independently.	I can confidently read the first 19 letter sound correspondences (Phase 2) I can read all Phase 2 Tricky words I can read and make CVC words I can read pink band books, sometimes with support. I attempt to form letter shapes matched to sounds.	I can subitise numbers 1-5. I can sort quantities into groups which are the same, different and equal. I can sort objects in different ways and explain my sorting with support. I can say which group has more and which group has less. I can use the language of equal to when two groups are the same. I can use the language of earlier than/ later than/ before and after. I can sequence at least 4 events in order. I can recognise a whole and a part. I can compose and decompose 3, 4, 5. I can count a set of objects and say how many there are altogether.	I can talk about the seasons and how these change the environment throughout the year- Autumn I can describe changes in state- cooking I can talk about different religions / cultures; how they are similar and different from my own I can talk about how a range of celebrations are celebrated and the similarities in these. I can talk about similarities and differences in this country and others with support	can create patterns using shapes and colours. I can mix colours and create different shades. I know who Andy Goldsworthy is and can talk about his style. I can say what my creation is and talk about it with support. I can retell known stories using props and puppets I can sing new songs once they've been taught to me I use instruments to Keep a beat and play increasingly complex patterns I can identify loud and soft sounds. I can use percussion instruments and voice sounds to create loud and soft sounds.

Reception Spring 1 Milestones to work towards to be 'on track'

CLL	PSE	PHS	Lit	Maths	UW	EA
I can recall key facts from nonfiction texts we've been reading, with support I can make up my own simple stories following a simple beginning, middle, end structure. I am beginning to offer simple explanations and opinions using new words I've learnt	I can talk about the feelings of others and begin to show an understanding of why they might feel that way. I can set myself challenges. I can follow more complex instructions given to me by my teacher. I know when I get frustrated and can manage my feelings appropriately. I can work with my friends to complete a project when I play.	I can use scissors to make fringes, curls, cutting out internal shapes / patterns. I can form identifiable letters independently, sometimes sitting on a line. I can use equipment to balance, jump and land, climb. I can combine different movements in a sequence e.g. climb, jump, roll	I can read phase 2 sounds plus j-qu. I can read Phase 3 words containing known sounds, with support I can read phonetically matched books, with support. I can write a simple sentence containing phonemes I know (when guided). I can form some recognisable letters matched to sounds.	I know that a number can be made up of two smaller numbers. I can arrange compositions of number bonds to 5 in different ways. I can begin to show a knowledge of number bonds to 5 by heart. I can count and represent objects up to 10. I can link the quantity to the cardinal number it represents. I can compare two quantities up to 10, saying which has more or fewer items- or use the term equal correctly. I can represent quantities to 5 in different ways. I can play a dice game with a number track. I can understand ordinal numbers. I can compose and decompose numbers to 5.	I can talk about the seasons and how these change the environment throughout the year- Winter I can describe changes in water as it freezes and melts- I can say some reasons why I can name some features of the countryside and a town. I can talk about my local environment and say how it is different to the countryside. I can name some features of a farm and say why farms are important I can name some farm animals and their babies. I can show how different religions / cultures are similar and different from my own I know why the bible is important to Christians	I can create prints using a variety of techniques. I can use my observation to draw in more detail. I know who Kandinsky is and can talk about his style. can create a piece of art in the style of an artist and talk about it. I can talk about my creation and say what I like about it. I have a repertoire of songs which I can sing from memory I can move rhythmically to music I am beginning to make up my own stories using props and puppets. I can identify fast and slow music. I can play an instrument in matched way eg loud, soft, fast, slow. I can follow signals from a conductor.

Reception Spring 2 Milestones to work towards to be 'on track'

CLL	PSE	PHS	Lit	Maths	UW	EA
I can retell known stories in greater detail, without support I can explain and express opinions using new words I've learnt. I can tell my own stories including increasing detail.	I can talk about my feelings in detail. I can complete challenges I have set for myself and set by an adult. I can continue an activity with sustained concentration. I can adapt and refine my thinking and actions when I encounter a problem in my play.	I can use a template to draw around and cut out independently. I can use scissors to cut a variety of materials (wool, fabric, tinfoil, tissue, sometimes with support. I can form identifiable letters independently, on a line, with growing proportion. I can throw and catch with a partner. I can kick a ball and receive it with a partner. I can balance a beanbag on my head	I can read phase 2 sounds plus j-qu. I can read Phase 3 words containing known sounds, with support I can read phonetically matched books, with support. I can write a simple sentence containing phonemes I know (when guided). I can form some recognisable letters matched to sounds	I can sort objects and explain why and how I've sorted them. I can say a what is one more or one less than a given number. I can compare numbers using the language more/less/equal. I can compose and decompose with numbers to 7. I can know a double is part and another part the same quantity. I can recognise and name some basic 2-D and 3-D shapes. I can describe a shape using terms such as 'sides, corners, flat, solid etc....' I can compose and decompose 3-D shapes to see the 2-D shapes inside.	I know that dinosaurs lived long ago, before people were born. I can talk about the past using images to support me. I can use non fiction texts to help me talk about the past. I can compare the past to now. I can talk about the seasons and how these change the environment throughout the year-Spring I can describe changes in chocolate as it melts I can say which animals live in different environments and how they adapt to those environments	I can use available resources to create a box model. I can mix materials to create different textures. I can mix techniques to create different textures. I know who Seurat is and can talk about his style. I can explain my creative choices. I can perform by singing and dancing I make up my own stories with props and puppets, using language which has been influenced by reading I can distinguish between a high and low sound. I can use my voice to make high and low sounds.

Reception Summer 1 Milestones to work towards to be 'on track'

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I can recall key facts from nonfiction texts we've been reading I can ask questions to find out more I can use talk about the past, using new words I've learnt I speak in longer sentences joined by conjunctions following a spoken model.	ELG Achieved	I can use scissors to cut a variety of materials to independently support my model making / artwork. I can form some capital letters matched to lower case letters that I know, with some support. I can play group games which involve ball skills and control of large-scale movements. I can talk about the factors that support my health and wellbeing	I can read all the first 44 letter sound correspondences (Phase 3) I can read and spell longer words containing adjacent consonants I can write a sequence of simple sentences using any taught digraphs / trigraphs (when guided) I can form all letters correctly.	I can compose and decompose numbers to 10. I can create my own AB patterns. I can repeat more complex patterns e.g., AABB, ABB, AABBB. I can order numbers to ten. I can count using a range of strategies. I can count beyond ten. I can count beyond twenty. I can count things that can't be seen. I can subitise with more complex arrangements. I can subitise double amounts. I can solve simple problems with numbers to ten.	I can talk about how plants grow and what they need to grow and stay alive. To name and describe plants and animals in the natural world. I can make simple maps of my local environment I know how I can take care of my environment and living things in it. I know why stories in the bible are important to Christians	I know what collage is and can create a piece of art with this technique. I can say how I could improve my work. I know who Matisse is and can talk about his work. I can talk about how different types of music make me feel I can copy a simple rhythm. I can compose my own simple rhythm

Reception Summer 2 Milestones to work towards to be 'on track'

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I can ask questions and explain what I understand by the answers. I can use talk to plan ahead using new words I've learnt. I speak in longer sentences joined by conjunctions. The stories I make up include aspects of story language	ELG Achieved	I can use a tripod grip to form all letters (lower and upper case) in accordance with the Letterjoin Handwriting scheme I can travel with confidence and skill, negotiating space independently. I can independently use a range of large and small apparatus indoors and outside. I can understand the importance of exercise and healthy eating.	I can confidently read all the first 44 letter sound correspondences. I am beginning to recognise and use split digraphs plus ph. I can read all Phase 4 Tricky words I can spell all Phase 3 tricky words, sometimes following a model. I can read phonetically matched books I can write a sequence of simple sentences using any taught digraphs / trigraphs.	I know that doubling means twice as many. I can double a given number using concrete objects and jottings. I can recall some doubling facts up to 10 sometimes with support. I can share a given quantity into two equal groups. I know that when a group can't be shared equally, it is odd. I know that when a group can be shared equally, it is even. I can represent odd and even numbers in different ways. I can compare length, weight and capacity. I can describe length using shorter than, it is longer than, it is equal to. I can describe weight, using heavier than, it is lighter than, it is equal to. I can describe distance Far, further, furthest I can describe capacity	I can talk about how my local environment is the same / different from the environment in stories I can talk about the past in contrast to the present using pictures, characters and stories. I can compare the lives of other people in the past with my life now. I can talk about the seasons and how these change the environment throughout the year-Summer I can talk about jobs and my goals for the future. I can explore a place of worship and say why it is important to some people. I can explore forces with support and talk about what I have found out. I can explore floating and sinking and talk about what I have found out in simple terms.	I know who Picasso is and can talk about his work. I can use paints to create a still life picture. I can design and make my own sculpture. I can explain the creative choices of others. I can name a few different musical / dance styles I can name some percussion instruments I can identify some instruments in musical pieces. I can choose an instrument to represent a sound.