

Specific Areas Progressions

Literacy: Comprehension	
3-4 years	<ul style="list-style-type: none"> • I understand that print has meaning. • I understand that print can have different purposes. • I understand that English text is read from left to right, top to bottom. • I can name the different parts of the book. • I understand that pages in a book have an order. • I can have an extended conversation about stories, sometimes using new vocabulary.
Reception	<ul style="list-style-type: none"> • I can confidently read a book with fluency, understanding and enjoyment. • I can re-read what I have written to check it makes sense.
ELG	<ul style="list-style-type: none"> • I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary. • I can anticipate (where appropriate) key events in stories. • I can use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play
Literacy: Word reading	
3-4 years	<ul style="list-style-type: none"> • I can spot and suggest rhymes. • I can count or clap syllables in a word. • I can recognise words with the same initial sounds.
Reception	<ul style="list-style-type: none"> • I can recognise phonemes we have learnt. • I can read digraphs or trigraphs we have learnt. • I can blend single words. • I can read some tricky words. • I can read simple phrases. • I can read simple sentences. • I can confidently read a book with fluency, understanding and enjoyment.
ELG	<ul style="list-style-type: none"> • I can say a sound for each letter in the alphabet and at least 10 digraphs. • I can read words consistent with my phonic knowledge by sound-blending. • I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.
Literacy: Writing	
3-4 years	<ul style="list-style-type: none"> • I can use marks to imitate print. • I can write some letters accurately. • I know and can write some or all letters in my name.
Reception	<ul style="list-style-type: none"> • I can form lower case letters correctly. • I can form capital letters correctly. • I can write and spell words using my phonetic knowledge. • I can say my sentence before I write it. • I can write short sentences, often remembering to use a capital letter and full stop. • I can re-read what I have written to check it makes sense.
ELG	<ul style="list-style-type: none"> • I can write recognisable letters, most of which are correctly formed. • I can spell words by identifying sounds in them and representing the sounds with a letter or letters. • I can write simple phrases and sentences that can be read by myself and others.

Specific Areas Progressions

Maths: Number	
3-4 years	<ul style="list-style-type: none"> • I can quickly recognise up to 3 objects without counting. • I can say a number for each item in order. • I know that the last number I reach when counting tells me the total. • I can show numbers on my fingers up to 5. • I can link and match numerals and amounts. • I experiment with marks and symbols to represent numbers. • I can solve real life maths problems with numbers up to 5.
Reception	<ul style="list-style-type: none"> • I can count objects, actions and sounds. • I can subitise. • I can link the numeral to its value. • I can understand one more/less than consecutive numbers • I can explore the composition of numbers to 10. • I can automatically recall bonds for numbers 0-10.
ELG	<ul style="list-style-type: none"> • I have a deep understanding of number to 10, including the composition of each number. • I can subitise up to 5. • I can automatically recall number bonds up to 5 and some number bonds to 10, including double facts.
Maths: Numerical pattern	
3-4 years	<ul style="list-style-type: none"> • I can recite numbers past 5. • I can compare quantities using the language 'more than', 'fewer than'. • I can talk about and explore 2D and 3D shapes using informal and mathematical language. • I can understand position through words alone. • I can make comparisons between objects relating to size, length, weight and capacity. • I can select shapes appropriately for building. • I can combine shapes to make new ones. • I can notice and correct an error in a pattern. • I can begin to describe a sequence of events, using the correct language.
Reception	<ul style="list-style-type: none"> • I can count beyond 10. • I can compare numbers. • I understand one more/less than relationship between consecutive numbers. • I can select, rotate and manipulate shapes in order to develop spatial reasoning skills. • I can compare and decompose shapes to recognise other shapes within them. • I can continue, copy and create a repeating pattern. • I can compare length, weight and capacity.
ELG	<ul style="list-style-type: none"> • I can verbally count beyond 20, recognising the pattern of the counting system. • I can 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 can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Specific Areas Progressions

Understanding the world: Past and present	
3-4 years	<ul style="list-style-type: none"> • I can talk about what I see using a wide vocabulary. • I can talk about pictures and memories of my family, making sense of my own life-story and my family's history. • I show an interest in different occupations.
Reception	<ul style="list-style-type: none"> • I can talk about members of my immediate family and community. • I can name and describe familiar people. • I can comment on images of familiar situations in the past. • I can compare and contrast characters from stories, including figures from the past.
ELG	<ul style="list-style-type: none"> • I can talk about the lives of the people around me and their roles in society. • I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class. • I understand the past through settings, characters and events encountered in books read in class and storytelling.
Understanding the world: People, culture and communities	
3-4 years	<ul style="list-style-type: none"> • I can talk about what I see using a wide vocabulary. • I show an interest in different occupations. • I can recognise and talk positively about some differences and similarities I notice, between people, families and communities. • I know there are different countries in the world and can I talk about some of the differences.
Reception	<ul style="list-style-type: none"> • I can talk about members of my immediate family and community. • I understand that some places are special to members of the community. • I can recognise that people have different beliefs and celebrate special times in different ways. • I can draw information from a simple map? • I can recognise some similarities and differences between life in this country and life in other countries.
ELG	<ul style="list-style-type: none"> • I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • I know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class. • I can 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.
Understanding the world: The natural world	
3-4 years	<ul style="list-style-type: none"> • I can use all my senses in exploration of natural materials. • I can explore collections of materials with similar or different properties. • I can talk about what I see using a wide vocabulary. • I can explore how things work. • I understand some of the key features of the life cycle of a plant and an animal. • I understand the need to respect and care for the natural environment and all living things. • I can explore and talk about different forces that I can feel. • I can talk about the differences between materials and changes that I notice.
Reception	<ul style="list-style-type: none"> • I enjoy exploring the natural world around me. • I can closely observe the world around me and am able to draw pictures of what I see. • I can describe what I see, hear and feel whilst outside. • I can talk about how we can care for the world around us. • I am able to observe and interact with natural processes and talk about the changes I see. • I recognise that some environments are different to the one in which I live. • I understand the effect of changing seasons on the natural world.
ELG	<ul style="list-style-type: none"> • I can explore the natural world around me, making observations and drawing pictures of animals and plants. • I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class. • I understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.

Specific Areas Progressions

Expressive arts and design: Creating with materials	
3-4 years	<ul style="list-style-type: none"> • I can make imaginative and complex small worlds. • I can explore different materials freely. • I can develop my own ideas and then decide which materials to use. • I can join different materials • I can explore different textures. • I can create close shapes with continuous lines to represent objects. • I can draw with increasing complexity and detail. • I can use drawing to represent my ideas. • I can show different emotions in my drawings. • I explore colours and colour mixing.
Reception	<ul style="list-style-type: none"> • I can explore, use and refine a variety of artistic effects to express my ideas and feelings. • I can return to and build on my previous learning. • I can create collaboratively sharing ideas, resources and skills.
ELG	<ul style="list-style-type: none"> • I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • I can share my creations, explaining the process I have used. • I can make use of props and materials when role playing characters in narratives and stories.
Expressive arts and design: Being imaginative and expressive	
3-4 years	<ul style="list-style-type: none"> • I can take part in simple pretend play, using objects to represent other things. • I can begin to develop complex stories in the small world. • I can listen with increasing attention to sounds. • I can respond to what I have heard, expressing my thoughts and feelings. • I can begin to negotiate roles in play and sort out conflict, with some support. • I can remember and sing entire songs. • I can sing the pitch of a song sung by another person. • I can sing the melodic shape of familiar songs. • I can create my own songs. • I can play instruments with increasing control.
Reception	<ul style="list-style-type: none"> • I can listen attentively, move and talk about music. • I can watch and talk about dance. • I can sing in a group, matching pitch and following the melody. • I can develop storylines in my pretend play. • I can explore and engage in music making and dance, performing in solo or in a group.
ELG	<ul style="list-style-type: none"> • I can invent, adapt and recount narratives and stories with peers and my teacher. • I can sing a range of well-known nursery rhymes and songs. • I can perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.