



PRIME EDUCATION GROUP

Early Years **PROGRESSION** Framework



TEACH



PRACTICE



APPLY



ASSESS



EVALUATE

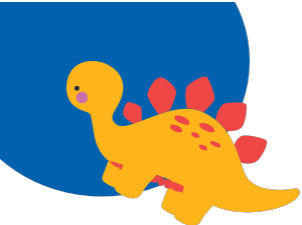




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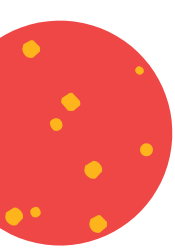
Every Child, Every Opportunity





CONTENTS

PAGE	TOPIC
1	Introduction
2	The Journey
3	Nursery Literacy Stages: Comprehension
4	Nursery Literacy Stages: Word Reading
5	Nursery Literacy Stages: Writing
6	Nursery Mathematics Stages: Number
7	Nursery Mathematics Stages: Numerical Patterns
8	Nursery Communication and Language Stages: Listening, Attention and Understanding
9	Nursery Communication and Language Stages: Speaking
10	Nursery Personal, Social and Emotional Development Stages: Self-Regulation
11	Nursery Personal, Social and Emotional Development Stages: Managing Self
12	Nursery Personal, Social and Emotional Development Stages: Building Relationships
13	Nursery Physical Development Stages: Gross Motor Skills
14	Nursery Physical Development Stages: Fine Motor Skills
15	Nursery Physical Development Stages: Health and Self-Care
16	Nursery Understanding of the World Stages: Past and Present
17	Nursery Understanding of the World Stages: People, Culture and Communities
18	Nursery Understanding of the World Stages: The Natural World
19	Nursery Expressive Arts and Design Stages: Creating with Materials
20	Nursery Expressive Arts and Design Stages: Being Imaginative
21	Reception Literacy Stages: Comprehension
22	Reception Literacy Stages: Word Reading
23	Reception Literacy Stages: Writing
24	Reception Mathematics Stages: Number
25	Reception Mathematics Stages: Numerical Patterns
26	Reception Mathematics Stages: Shape, Space and Measure
27	Reception Communication and Language Stages: Listening, Attention and Understanding
28	Reception Communication and Language Stages: Speaking
29	Reception Personal, Social and Emotional Development Stages: Self-Regulation
30	Reception Personal, Social and Emotional Development Stages: Managing Self



CONTENTS

PAGE TOPIC

31	Reception Personal, Social and Emotional Development Stages: Building Relationships
32	Reception Physical Development Stages: Gross Motor Skills
33	Reception Physical Development Stages: Fine Motor Skills
34	Reception Understanding of the World Stages: Past and Present
35	Reception Understanding of the World Stages: People, Culture and Communities
36	Reception Understanding of the World Stages: The Natural World
37	Reception Understanding of the World Stages: Technology
38	Reception Expressive Arts and Design Stages: Creating with Materials
39	Reception Expressive Arts and Design Stages: Being Imaginative
40	Literacy Assessment Grid: Comprehension
41	Literacy Assessment Grid: Word Reading
42	Literacy Assessment Grid: Writing
43	Mathematics Assessment Grid: Number
44	Mathematics Assessment Grid: Numerical Patterns
45	Communication and Language Assessment Grid: Listening, Attention and Understanding
46	Communication and Language Assessment Grid: Speaking
47	Personal, Social and Emotional Development Assessment Grid: Self-Regulation
48	Personal, Social and Emotional Development Assessment Grid: Managing Self
49	Personal, Social and Emotional Development Assessment Grid: Building Relationships
50	Physical Development Assessment Grid: Gross Motor Skills
51	Physical Development Assessment Grid: Fine Motor Skills
52	Understanding of the World Assessment Grid: Past and Present
53	Understanding of the World Assessment Grid: People, Culture and Communities
54	Understanding of the World Assessment Grid: The Natural World
55	Expressive Arts and Design Assessment Grid: Creating with Materials
56	Expressive Arts and Design Assessment Grid: Being Imaginative
57	Prime Education Support





Introduction

In Early Years pupils should be provided with opportunities to develop a range of highly transferable skills values and attributes, including: problem-solving, observation, collaboration, open-mindedness, courage, resilience, curiosity, integrity, and a sense of what is fair and equitable. These combine to allow them to explore, interpret and experience the world around them.

Assessment must be precise and sharply focused around identifying and tracking learners, to ensure that provision and support can be scaffolded to their needs. Assessment, including daily observations, are monitored and used to secure timely interventions and support, based on a comprehensive knowledge of the child. This assessment informs, enhances and develops the long-term plan each half term. Through the use of data analysis, gaps and strengths are highlighted to provide a focus for adult led planning, continuous provision planning and objective led planning for the half term ahead.

Children are powerful learners. Every child can make progress in their learning, with the right help. Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.

Working with Many Early Years settings the common questions we get asked are:

“I know what the Early Years Goals mean but what is the journey to get them there?”

“What guide do we use to teach pupils in our care?”

“How do we monitor progress?”

DFE message:

“Schools should not include burdensome evidence gathering requirements against any of the areas of learning in their assessment policies so that teachers and practitioners can spend as much time as possible interacting with children and directly supporting their learning and development.”

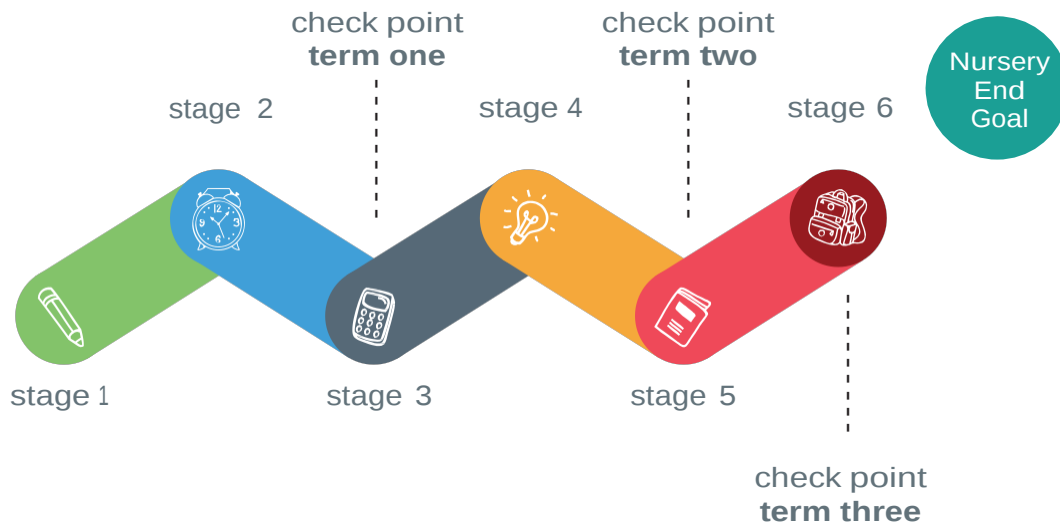
“Sources of written or photographic evidence are not required and teachers should not record evidence.” DFE 2023

We at ‘Prime Education’ have developed this scheme so it is not burdensome on practitioners and does not require constant gathering of evidence. We have designed these ‘stages’ to support practitioners to assess pupil’s progress and use them as teaching objectives. The objectives are also to be used to plan lessons and map out next steps to move children on to their next phase of learning. We have created the journey with clear direction and exemplars. This will allow practitioners to spend more time interacting and directly support pupils in their care.

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress, depending on the school’s approach to subject coverage.



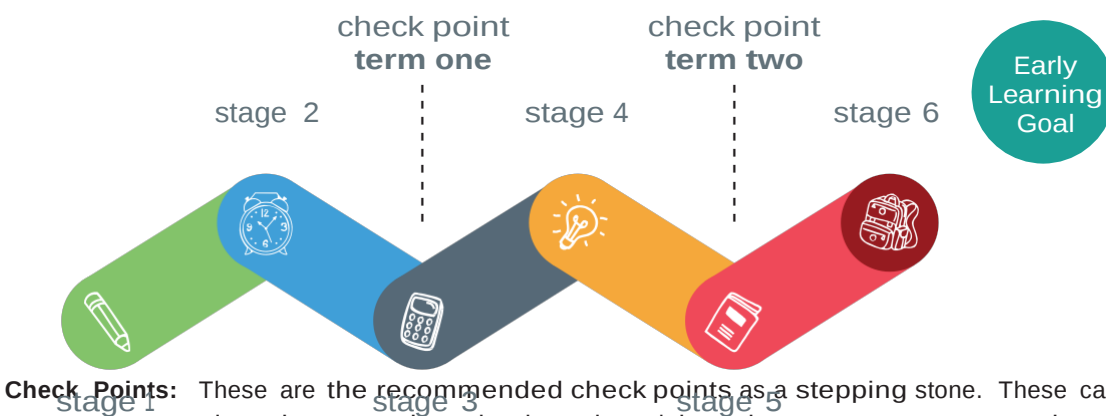
The Journey



Stage 1 is the starting point for building a strong foundation. The objectives are written in order of when they should be taught. It is recommended that practitioners should not skip stages as this creates gaps in the pupils learning and they will ultimately find it difficult to grasp concepts being taught.

A child might start their journey at a higher stage. In this case, practitioners should take the responsibility of assessing pupils against the stages and move the child on from their starting point.

Also, pupils who reach the 'Early Learning Goal' before their peers must be extended to the next stage. We offer support to schools in all of these areas. The check points are a recommendation. These can be altered to meet the school's needs, how they measure progress and the school's approach to subject coverage.



Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress, depending on the school's approach to subject coverage.



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NURSERY PHYSICAL DEVELOPMENT STAGES

COMPREHENSION

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To show interest when listening to a story.	
	To show interest in illustrations when looking at books.	
STAGE TWO	To demonstrate increasing attention when listening to stories.	
	To answer questions by pointing at pictures from the story e.g. Where is the pig going?	
STAGE THREE CHECK POINT TERM 1	To answer closed ended questions about a story e.g. Did the troll eat the goat?	
	To join in repeated phrases from a familiar story.	
	To name some main characters from a story.	
STAGE FOUR	To begin to answer open ended question e.g. How is the bear feeling?	
	To role play a familiar story.	
	To answer 'who' questions about a story they have listened to.	
	To sequence in order three pictures of the main events of a familiar story.	
STAGE FIVE CHECK POINT TERM 2	To answer 'what' questions about a story they have listened to.	
	To understand that a story has a beginning and an end.	
STAGE SIX	To begin to predict what might happen next in a story.	
	To answer 'why' questions about a story they have listened to.	
	To sequence in order four pictures of the main events of a familiar story.	
NURSERY ENG GOAL CHECKPOINT TERM 3	To answer closed and open-ended questions about a familiar story they have read.	
	To sequence 5 or more pictures of the main events of a familiar story.	
	To talk about what they think might happen next in a story.	

Terminology: Set 1 refer back to the 'Read Write Inc' phonics scheme. Phase 2 refer back to 'Letters and Sounds' Revised.

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NURSERY LITERACY STAGES

WORD READING

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To show an interest in marks in the environment.	
	To look at books in the environment independently.	
STAGE TWO	To be able to give meanings to marks they have seen.	
	To be able to handle books the correct way.	
STAGE THREE CHECK POINT TERM 1	To copy a repeated refrain/MTYT during a shared read of a familiar story.	
	To jump in with the missing word/phrase during a shared read of a familiar story.	
STAGE FOUR	To use taught words and phrases when independently looking at familiar books.	
	To be able to make up simple stories when looking at books.	
STAGE FIVE CHECK POINT TERM 2	To know that we read from left to right.	
	To name all of the RWI pictures of the set 1 single sound cards.	
STAGE SIX	Able to blend sounds orally to say the word during a fred talk game.	
	To hear and say initial sounds in words (those taught)	
NURSERY ENG GOAL CHECKPOINT TERM 3	To break down CVC words using robot talk (segmenting) verbally.	
	To read 16 letter sounds.	
NURSERY ENG GOAL CHECKPOINT TERM 3	To read all 26 letter sounds.	
	To hear and say initial sounds in words and begin to segment and blend in order to read CVC words.	

Terminology: Set 1 refer back to the 'Read Write Inc' phonics scheme. Phase 2 refer back to 'Letters and Sounds' Revised.

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NURSERY LITERACY STAGES

WRITING

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To show an interest in marks in the environment.	
	To begin to make own marks.	
	To begin to imitate marks they have seen.	
STAGE TWO	To begin to trace over shapes and patterns e.g. circles and zigzags.	
	To be able to trace over own name.	
	To be able to give meaning to their own marks.	
STAGE THREE CHECK POINT TERM 1	To understand that marks carry meaning.	
	To have a preference for a dominant hand.	
	To begin to hold a pencil the correct way with some grip	
STAGE FOUR	To copy a variety of curved and straight line shapes and patterns.	
	To trace diagonal lines with increasing control.	
STAGE FIVE CHECK POINT TERM 2	To be able to break down CVC words using fred talk (segmenting) verbally following a fred game.	
	To segment and blend CVC words verbally.	
STAGE SIX	To begin to form set1/phase 2 sounds (trace)	
	To be able to form some or all of their own name independently.	
NURSERY ENG GOAL CHECKPOINT TERM 3	To be able to write some or all of their own name	
	To form some recognisable set 1 sounds.	
	To hear initial sounds in words and make some attempt to write the initial sound at the start of a word.	

Terminology: Set 1 refer back to the 'Read Write Inc' phonics scheme. Phase 2 refer back to 'Letters and Sounds' Revised.

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NURSERY MATHEMATICS STAGES

NUMBER

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To have awareness that numbers relate to an amount, e.g. talks about age, door number	
	To say some number names at random.	
STAGE TWO	To experiment with their own symbols and marks as well as numerals.	
	To recite numbers in order to 5.	
STAGE THREE CHECK POINT TERM 1	To recite numbers to 10.	
	To know that the last number reached when counting a small set of objects tells you how many there are in total.	
	To begin to count to check an amount using 1:1 correspondence saying one number for each item in order: 1,2,3,4,5.	
	To make comparisons between quantities e.g. more and less.	
STAGE FOUR	To use some number names accurately in play.	
	To show 'finger numbers' up to 5 and to begin to show up to 10.	
	To know not only objects but anything can be counted.	
STAGE FIVE CHECK POINT TERM 2	To develop counting an amount from a larger group of items e.g. give me 5 bears.	
	To develop fast recognition of up to 3 objects, without having to count them individually ('subitising').	
STAGE SIX	To link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	
	To know that a group of things change in quantity when something is added or taken away.	
NURSERY ENG GOAL CHECKPOINT TERM 3	To recite number in order 1-10.	
	To count items using 1:1 correspondence.	
	To count out an amount from a large group of objects.	
	To use marks to represent numbers and understand that numerals have meaning.	

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NURSERY MATHEMATICS STAGES

NUMERICAL PATTERN

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To understand time-based events such as snack time /home time.	
	To comment on simple shapes and patterns.	
STAGE TWO	To begin to categorise objects according to properties, such as shape or size.	
	To begin to use the language of size.	
STAGE THREE CHECK POINT TERM 1	To begin to recognise and name simple 2D shapes.	
	To show awareness of similarities of shapes in the environment.	
	To make comparisons between objects relating to size, length, weight and capacity.	
STAGE FOUR	To use shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.	
	To understand some talk about immediate past and future e.g. 'before, later, soon'.	
	To describe a familiar route.	
	To begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'. .	
STAGE FIVE CHECK POINT TERM 2	To understand position through words alone – for example, "The ball is under the table," – with no pointing.	
	To discuss routes and locations, using words like 'in front of' and 'behind'.	
STAGE SIX	To use 3D shapes to build for a purpose.	
NURSERY ENG GOAL CHECKPOINT TERM 3	To understand positional language to describe the location of items. Also understand talk about immediate past and future.	
	To make comparison to changes they observe in terms of size and capacity and weight.	
	To know basic 2D shapes and begin to make simple repeated pattern.	

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress and depending on the school's approach to subject coverage.

NURSERY COMMUNICATION & LANGUAGE STAGES

LISTENING, ATTENTION & UNDERSTANDING

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To listen with interest to the noises adults make when they read stories.	
	To begin to distinguish and respond to familiar sounds e.g. a phone ringing.	
	To recognise action words by pointing to the right picture e.g. 'Who is sleeping?'	
STAGE TWO	To show interest in play with sounds, songs and rhymes.	
	To begin to pay attention to more than one thing at a time.	
	To begin to understand more complex sentences.	
	To begin to have an understanding of simple concepts e.g. hot, cold, big, little.	
STAGE THREE CHECK POINT TERM 1	To show they can listen to others one to one or in small groups.	
	To listen to longer stories and remember much of what happens.	
	To understand 'who', 'what', 'where' in simple questions (e.g. What can you see?)	
STAGE FOUR	To join in with repeated refrains and anticipate key events and phrases.	
STAGE FIVE CHECK POINT TERM 2	To understand 'why' questions, like: "Why did the little pigs live in the house made out of bricks?"	
STAGE SIX	To understand common prepositions such as 'under', 'on top of' and 'behind'.	
NURSERY ENG GOAL CHECKPOINT TERM 3	To focus attention on current activity demonstrating that they are not easily distracted.	
	To understand instructions that have two parts, such as; "Put the paper in the bin and sit on the carpet".	
	To understand what, where, who and why questions.	
	To listen with increasing attention, beginning to show they can shift own attention.	

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NURSERY COMMUNICATION & LANGUAGE STAGES

SPEAKING

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To use gestures and single words to communicate.	
	To learn new words rapidly and is able to use them in communicating.	
STAGE TWO	To start a conversation with an adult or a friend and continue it for many turns.	
	To use gestures, sometimes with a small phrase to communicate.	
	To use talk to organise activity, roleplay or themselves. "Let's cook... you are mummy... I am daddy."	
STAGE THREE CHECK POINT TERM 1	To ask a range of questions (what, where, who).	
	To begin to form simple sentences e.g. "I went to the park."	
	To begin to use suffixes when talking e.g. play-ing.	
	To have a bank of rhymes, be able to talk about familiar books and be able to tell a long story.	
	To retell a simple past event in correct order.	
STAGE FOUR	To use longer sentences of four to six words.	
	To be able to express themselves when they disagree with an adult or a friend, using words as well as actions.	
	To begin to know the plural of simple words.	
	To use the past tense of words when speaking but still make mistakes with irregular tenses e.g. catched.	
STAGE FIVE CHECK POINT TERM 2	To explain why things happen.	
	To develop a wider range of vocabulary.	
	To use talk in imaginative play.	
STAGE SIX	To have a conversation sticking to the topic.	
	To use talk to sequence a familiar story or event.	
NURSERY ENG GOAL CHECKPOINT TERM 3	To use language as a means of widening contacts, sharing feelings, experiences and thoughts.	
	To use talk to connect ideas, explain what is happening, anticipate what might happen next and recall and relive past experience using some correct tenses and plurals.	

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SELF-REGULATION

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To seek comfort from familiar adults when needed.	
	To express their own feelings such as sad, happy, cross, scared and worried.	
STAGE TWO	To begin to understand how others might be feeling.	
	To respond to the feelings and wishes of others.	
	To begin to show the ability to wait e.g. turn taking in play.	
STAGE THREE CHECK POINT TERM 1	To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	
	To be aware that some actions can hurt or harm others.	
STAGE FOUR	To begin to inhibit own actions/behaviours, e.g. stops themselves from doing something they should not do.	
	To begin to show signs of adapting to different environments.	
STAGE FIVE CHECK POINT TERM 2	To begin to show signs of adaptation to different social situations.	
	To begin to demonstrate the ability to distract self when upset, e.g. by engaging in a new play activity.	
STAGE SIX	To be aware of own feelings and know that some actions and words can hurt others' feelings.	
	To understand that wishes cannot always be met.	
NURSERY ENG GOAL CHECKPOINT TERM 3	Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.	
	Can usually adapt behaviour to different events, social situations and changes in routine. Also begins to show consideration of others feelings.	

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress and depending on the school's approach to subject coverage.

MANAGING SELF

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To separate from main carer with support and encouragement from a familiar adult.	
STAGE TWO	To express own preferences and interests.	
	To increasingly follow rules, understanding why they are important.	
STAGE THREE	To select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	
CHECK POINT TERM 1	To appreciate and value praise for what they have done.	
STAGE FOUR	To develop their sense of responsibility and membership of a community.	
	To not always need an adult to remind them of a rule.	
STAGE FIVE	To become more outgoing with unfamiliar people, in the safe context of their setting.	
CHECK POINT TERM 2		
STAGE SIX	To begin to develop appropriate ways of being assertive.	
NURSERY ENG GOAL	To be confident to talk to other children when playing, and will communicate freely about own home and community.	
CHECKPOINT TERM 3	To show confidence in asking adults for help and show more confidence in new social situations.	

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress, depending on the school's approach to subject coverage.

BUILDING RELATIONSHIPS

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To begin to show interest in others' play and starts to join in.	
	To begin to share experiences with others.	
STAGE TWO	To demonstrate fondness and concern for people who they care for.	
	To pursue out others to share ideas and to involve them in their activity.	
STAGE THREE CHECK POINT TERM 1	To begin to form a special friendship with another child/children.	
	To show more confidence in new social situations.	
	To play with a group of people beginning to extend play.	
STAGE FOUR	To share ideas of play with peers and lead play.	
	To keep play going by responding to what others are saying or doing.	
STAGE FIVE CHECK POINT TERM 2	To demonstrates friendly behaviour, initiating conversations and forming good relationships with familiar peers and adults.	
STAGE SIX	To begin to help to find solutions to conflicts and oppositions. For example, not everyone can be mummy in play.	
NURSERY ENG GOAL CHECKPOINT TERM 3	To show some understanding on how others might be feeling.	
	To use talk to begin to solve disagreements.	
	To show affection and concern for people. Also begins to form positive relationships.	

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress and depending on the school's approach to subject coverage.

NURSERY PHYSICAL DEVELOPMENT STAGES

GROSS MOTOR SKILLS

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To run safely on whole foot.	
	To squat with steadiness to rest or play, and rises up without using hands.	
	To walk upstairs or downstairs holding onto a rail.	
STAGE TWO	To climb confidently on nursery playing equipment.	
	To kick a large ball.	
	To continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	
	To use large-muscle movements to wave flags and streamers, paint and make marks.	
STAGE THREE CHECK POINT TERM 1	To increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	
	To move freely and with pleasure and confidence, in a range of ways.	
	To skip, hop, stand on one leg and hold a pose for a game like musical statues.	
STAGE FOUR	To run skillfully and negotiate space.	
	To catch a large ball.	
	To choose the right resources to carry a task e.g. to use a large bucket to gather more sand.	
	To begin to take part in team sport activities.	
STAGE FIVE CHECK POINT TERM 2	To go up steps and stairs, or climb up apparatus, using alternate feet.	
STAGE SIX	To work as a pair or group to carry and move large items.	
NURSERY ENG GOAL CHECKPOINT TERM 3	To move freely in a range of ways including climbing with increased control beginning to show the ability to negotiate space and awareness.	
	To choose the correct tool safely and with control to carry out a task such as digging a hole or carrying large items.	

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress, depending on the school's approach to subject coverage.

NURSERY PHYSICAL DEVELOPMENT STAGES

FINE MOTOR SKILLS

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To turn pages in a book.	
	To grip small items with increasing control.	
STAGE TWO	To show control in holding and using objects such as jugs to pour, hammers, books and mark-making tools.	
	To begin to use tripod grip.	
	To follow dots to draw lines.	
STAGE THREE CHECK POINT TERM 1	To show a preference for a dominant hand.	
	To begin to hold a pencil the correct way.	
STAGE FOUR	To use one-handed tools and equipment, for example, making snips in paper with scissors.	
	To follow dotted lines to draw shapes and patterns such as zigzags and letters in their name.	
STAGE FIVE CHECK POINT TERM 2	To develop holding a pencil using the correct grip.	
	To begin to imitate drawing simple shapes e.g. circles and lines and letters in their name.	
STAGE SIX	To draw shapes and lines freely with increasing control.	
	To be able to copy some letters e.g. letters from their name.	
NURSERY ENG GOAL CHECKPOINT TERM 3	To use a comfortable grip with good control when holding pens and pencils.	
	To form letters they have learnt and draw with simple shapes and lines with increasing control.	

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress, depending on the school's approach to subject coverage.

NURSERY PHYSICAL DEVELOPMENT STAGES

HEALTH & SELF-CARE

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To communicate need for potty or toilet.	
	To start to eat independently.	
	To be able to drink without spilling.	
STAGE TWO	To begin to notice danger and seek support of an adult.	
	To help with clothing e.g. puts on hat, unzips zipper.	
	To begin to be independent in self-care, but still often needs adult support.	
STAGE THREE CHECK POINT TERM 1	To tell adults when they are hungry or tired or when they want to rest or play.	
STAGE FOUR	To understand that equipment and tools have to be used safely.	
	To attend to toilet needs most of the time themselves.	
	To manage washing and drying hands.	
STAGE FIVE CHECK POINT TERM 2	To be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	
STAGE SIX	To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	
NURSERY ENG GOAL CHECKPOINT TERM 3	There are no nursery goals that directly relate to 'Health and Self-Care', though it is still expected that children learn these skills as part of their development.	

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NURSERY UNDERSTANDING OF THE WORLD STAGES

PAST & PRESENT

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To begin to make sense of their own life-story and family's history.	
STAGE TWO	To comment on photos from the past.	
STAGE THREE CHECK POINT TERM 1	To comment on their appearance from when they were young. To begin to notice difference in their ability from when they were a baby.	
STAGE FOUR	To understand that today's technology is new and knows how to use basic technology such as android tablet.	
STAGE FIVE CHECK POINT TERM 2	To notice differences in their ability from when they were young.	
STAGE SIX	To talk about past experience such as special events in their life or previous school activities.	
NURSERY ENG GOAL CHECKPOINT TERM 3	To talk about events that have happened in the past. To begin to compare things from the past by looking at videos or photos e.g. That car looks different to my mum's car.	

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NURSERY UNDERSTANDING OF THE WORLD STAGES

PEOPLE, CULTURE & COMMUNITIES

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To show a sense of own immediate family and relations.	
	To begin to form own friends.	
STAGE TWO	To begin to understand that they have similarities and differences that connect them to, and distinguish them from, others.	
STAGE THREE CHECK POINT TERM 1	To show interest in the lives of people who are familiar to them.	
	To show interest in different occupations and ways of life.	
	To use pretend play, to imitate everyday actions and events from own family and cultural background, e.g. making food and eating it.	
STAGE FOUR	To begin to talk to one another about where they come from or live.	
	To begin to understand that people celebrate different things.	
STAGE FIVE CHECK POINT TERM 2	To begin to understand some differences around the world e.g. It is usually hot in Africa.	
	To talk about what they see, using a wide vocabulary.	
STAGE SIX	To describe special times or events for family or friends.	
	To continue to develop positive attitudes about the differences between people.	
NURSERY ENG GOAL CHECKPOINT TERM 3	To begin to understand that people come from different places and celebrate different things.	
	To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	
	To know some of the things that make them unique and can talk about some similarities and differences in relation to family and friends.	

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress, depending on the school's approach to subject coverage.

NURSERY UNDERSTANDING OF THE WORLD STAGES

THE NATURAL WORLD

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To show enjoyment playing with small world models such as a farm a garage or a train track.	
STAGE TWO	To notice detailed features of objects in their environment.	
STAGE THREE	To begin to use all their senses in hands-on exploration of natural materials.	
STAGE THREE	To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.	
CHECK POINT TERM 1	To begin to explore collections of materials with similar and/or different properties.	
	To talk about what they see, using a wide vocabulary.	
STAGE FOUR	To develop an understanding of growth, decay and changes in the environment.	
	To begin to understand the key features of the life cycle of a plant and an animal.	
STAGE FIVE	To talk about the differences between materials and changes they notice.	
CHECK POINT TERM 2	To explore and talk about different forces they can feel.	
STAGE SIX	To begin to understand the need to respect and care for the natural environment and all living things.	
	To plant seeds and care for growing plants.	
NURSERY ENG GOAL	To use all their senses in hands-on exploration of natural materials.	
CHECKPOINT TERM 3	To explore collections of materials with similar and/or different properties.	
	To talk about things they have observed and to talk about how to care and respect all living things. Also understands the key features of the life cycle of a plant and an animal.	

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress, depending on the school's approach to subject coverage.

NURSERY EXPRESSIVE ARTS & DESIGN STAGES

CREATING WITH MATERIALS

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To show interest in joining in singing favourite songs.	
	To show an interest in the way musical instruments sound.	
	To begin to make sounds by banging, shaking, tapping and other forms of making sounds.	
STAGE TWO	To begin to explore media such as colours and paint to make marks.	
	To show interest in joining in dance and nursery rhymes.	
	To begin to move to musical rhythm.	
	To follow routine movement when dancing.	
STAGE THREE CHECK POINT TERM 1	To sing full nursery rhymes which they enjoy.	
	To imitate the pitch of a tone sung by another person demonstrating they can pitch match.	
	To create their own songs or improvise a song around one they know.	
	To tap out simple repeated rhythms.	
	To experiment with colours exploring their change by mixing.	
	To show they can begin to imitate a melody when singing (familiar song).	
STAGE FOUR	To explore different materials and talk about their texture.	
	To use continuous lines to create shapes and begin to give meaning to shapes they have created.	
	To draw more detailed pictures using shapes and lines and give meaning to their marks.	
	To create a 'small world' using construction resources, such as farm and a King's castle.	
STAGE FIVE CHECK POINT TERM 2	To select material for the desired result to express their ideas.	
	To join construction pieces together to build and balance.	
STAGE SIX	To join together different materials and explore different textures.	
	To begin to know tools can be used for a purpose.	
NURSERY ENG GOAL CHECKPOINT TERM 3	To explore different materials freely, in order to develop their ideas about how to use them and what to make. To know tools can be used for a purpose.	
	To use construction kit to build for a purpose.	
	To sing familiar songs and dance by imitating moves and begins to develop their own rhythm.	

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress, depending on the school's approach to subject coverage.

NURSERY EXPRESSIVE ARTS & DESIGN STAGES

BEING IMAGINATIVE & EXPRESSIVE

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To show interest in playing in role play areas.	
	To begin to use representation to communicate e.g. drawing a line and saying 'That's me.'	
STAGE TWO	To begin to express their thoughts and feelings through role play.	
STAGE THREE CHECK POINT TERM 1	To use movement to express feeling.	
	To observe adults role play and imitate during play.	
	To take part in imaginative role-play.	
	To use drawing to represent ideas.	
	To begin to show different emotions in their drawings and paintings, such as happiness and sadness.	
STAGE FOUR	To use available resources to create props.	
	To build stories around toys.	
STAGE FIVE CHECK POINT TERM 2	To act out events they have experienced at home.	
	To act out familiar stories.	
STAGE SIX	To begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	
NURSERY ENG GOAL CHECKPOINT TERM 3	To take part in simple pretend play, using an object to represent something else even though they are not similar.	
	To capture experiences and responses with a range of media, such as music, dance, paint and other materials.	

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress, depending on the school's approach to subject coverage.

RECEPTION READING STAGES

COMPREHENSION

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To use pictures to tell stories.	
	To sequence familiar stories.	
	To independently look at a book, holding it the correct way and turning pages.	
STAGE TWO	To engage in story times, joining in with repeated phrases and actions.	
	To begin to answer questions about the stories read to them.	
	To enjoy an increasing range of books including fiction, non-fiction, poems and rhymes.	
STAGE THREE CHECK POINT TERM 1	To act out stories.	
	To begin to predict what may happen in the story.	
	To suggest how a story might end.	
STAGE FOUR	To retell a story.	
	To follow a story without pictures or props.	
	To know that information can be retrieved from books.	
STAGE FIVE CHECK POINT TERM 2	To talk about the characters in the books they are reading.	
	To begin to answer questions about what they have read.	
STAGE SIX	To use vocabulary that is influenced by their experiences of books.	
	To answer questions about what they have read.	
ELG CHECKPOINT TERM 3	To demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary. To anticipate (where appropriate) key events in stories.	
	To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play.	

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress, depending on the school's approach to subject coverage.

RECEPTION READING STAGES

WORD READING

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To understand that marks carry meaning.	
	To give meaning to marks in the environment.	
STAGE TWO	To read 16 set 1 sounds speedily.	
STAGE THREE CHECK POINT TERM 1	To be able to read all set 1 single letter sounds speedily.	
	To consistently blend sounds into words orally.	
STAGE FOUR	To read a photocopiable ditty with accuracy.	
	To read all set 1 sounds speedily including set 1 special friends.	
	To read words with 3 sounds, 3 sounds and SF and 4 sounds with accuracy.	
STAGE FIVE CHECK POINT TERM 2	To read words with 4 and 5 sounds with fred talk.	
	To read 3 and 4 sound nonsense words with fred talk.	
	To read a red book with accuracy.	
STAGE SIX	To read the first 6 set 2 sounds (ay, ee, igh, ow, oo, oo)	
	To read the first 6 set 2 sounds in phonic green and nonsense words with fred talk accurately.	
	To read 1.6 and 1.7 (4 and 5 sound words) speedily and without the need to decode	
	To begin to read without decoding aloud.	
ELG CHECKPOINT TERM 3	To say a sound for each letter in the alphabet and at least 10 digraphs.	
	To read words consistent with their phonic knowledge by sound-blending.	
	To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress, depending on the school's approach to subject coverage.

RECEPTION READING STAGES

WORD READING

STAGE

OBJECTIVE

ON TRACK

Terminology: Set 1, Set 2 and Set 3 refer back to the 'Read Write Inc' phonics scheme.
Phase 1, Phase 2 and Phase 3 refer back to 'Letters and Sounds' Revised

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress, depending on the school's approach to subject coverage.

RECEPTION WRITING STAGES

WRITING

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To give meanings to the marks they make.	
	To hold and control a pencil.	
	To copy their name.	
	To understand directional language.	
	To form c, o, a, g, q, d accurately.	
STAGE TWO	To form i, l, t, k, j accurately.	
	To form r, n, m, h, p, b correctly.	
	to form v, w, u, y, f correctly	
	To form e, s, x, z correctly	
	To write CVC words using taught sounds with support (Set 1)	
STAGE THREE CHECK POINT TERM 1		
	To begin to spell longer words using taught sounds (Set 1) with support	
	To write their name independently.	
	To write CVC words using taught sounds independently (Set 1).	
STAGE FOUR		
	To begin to write 2 word captions using taught sounds (Set 1) with support.	
	To spell longer words independently using taught sounds (Set 1) and correct formation.	
	To write captions using taught sounds independently.	
STAGE FIVE CHECK POINT TERM 2		
	To spell some taught red words correctly (set 1, 2 and some Set 3/ Phase 1, 2 and 3).	
	To orally rehearse their work before writing.	
	To write a simple sentence of 3 words with support.	

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress, depending on the school's approach to subject coverage.

RECEPTION WRITING STAGES

WRITING

STAGE	OBJECTIVE	ON TRACK
STAGE SIX	To write for a purpose using their Set 1 and 2 sounds (Phase 2 and 3) and red words.	
	To read what they have written back to themselves and others.	
	To write a simple sentence of 3 words independently.	
ELG CHECKPOINT TERM 3	To write recognisable letters, most of which are correctly formed.	
	To spell words by identifying sounds in them and representing the sounds with a letter or letters.	
	To generate and write simple phrases and sentences that can be read by	

Terminology: Set 1, Set 2 and Set 3 refer back to the 'Read Write Inc' phonics scheme.
Phase 1, Phase 2 and Phase 3 refer back to 'Letters and Sounds' Revised

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress, depending on the school's approach to subject coverage.

MATHEMATICS STAGES

NUMBERS

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To recognise numbers 1-3.	
	To perceptually subitise to 3.	
	To explore the composition of 2.	
	To explore the composition of 3.	
STAGE TWO	To recognise numbers 1-5.	
	To explore the composition of 4.	
STAGE THREE CHECK POINT TERM 1	To explore the composition of 5.	
	To recognise numbers 0-8.	
	To conceptually subitise to 5.	
	To explore the composition of 6.	
	To explore the composition of 7.	
STAGE FOUR	To explore the composition of 8.	
	To match the number to quantity.	
	To recognise numbers 0-10 and match number to quantity.	
	To explore the composition of 9.	
	To explore the composition of 10.	
STAGE FIVE CHECK POINT TERM 2	To find addition facts to make 5.	
	To find 'one more/ less than' numbers to 10.	
STAGE SIX	To solve simple number problems.	
	To know most addition facts to 5.	
ELG CHECKPOINT TERM 3	To know doubling facts.	
	To have a deep understanding of numbers to 10, including the composition of each number.	
	To subitise (recognise quantities without counting) up to 5.	
	To 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 doubling facts.	

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress, depending on the school's approach to subject coverage.

MATHEMATICS STAGES

NUMERICAL PATTERNS

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To say which group has more.	
	To say which group has less.	
	To compare quantities to 3.	
	To count to 5.	
STAGE TWO	To compare quantities to 5.	
	To compare equal and unequal groups.	
	To count to 10.	
STAGE THREE CHECK POINT TERM 1	To count to 15.	
	To count objects to 10.	
	To compare quantities to 8.	
	To begin to understand the different between odd and even numbers up to 8.	
	To combine two groups of objects.	
STAGE FOUR	To count to 20.	
	To compare quantities to 10.	
	To explore odd and even numbers.	
	To order numbers to 10.	
	To count back from 10.	
	To combine two groups of objects.	
	To take away objects and count how many are left.	
STAGE FIVE CHECK POINT TERM 2	To count to 25.	
	To add numbers.	
	To subtract numbers.	
	To find the missing number.	
STAGE SIX	To count to 30 and begin to count higher (100).	
	To know that 1, 3, 5, 7 and 9 are odd.	
	To know that 2, 4, 6, 8 and 10 are even.	
	To double numbers up to 10.	
	To share quantities equally.	
ELG CHECKPOINT TERM 3	To verbally count beyond 20, recognising the pattern of the counting system.	
	To compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	
	To explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress, depending on the school's approach to subject coverage.

MATHEMATICS STAGES

SHAPE, SPACE & MEASURE

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To match and sort objects.	
	To compare capacity, length, height, size.	
	To finish a repeating pattern of 2 objects or colours.	
	To recognise and name circle and triangle.	
	To recognise 1p and 2p.	
	To recognise 1 o'clock, 2 o'clock and 3 o'clock.	
STAGE TWO	To recognise and name square and rectangle.	
	To recognise 5p.	
	To recognise 4 o'clock and 5 o'clock.	
STAGE THREE CHECK POINT TERM 1	To order objects by height and length.	
	To order the days of the week.	
	To measure height using cubes.	
	To measure time.	
	To recognise 6 o'clock, 7 o'clock and 8 o'clock.	
	To begin to name 3D shapes.	
	To explore the properties of 3D shapes.	
STAGE FOUR	To recognise 9 o'clock and 10 o'clock.	
	To recognise 10p.	
	To begin to name 3D shapes.	
	To explore the properties of 3D shapes.	
STAGE FIVE CHECK POINT TERM 2	To measure capacity.	
	To describe the properties of 3D shapes.	
	To make pictures with shape arrangements.	
STAGE SIX	To add money.	
	To recognise the time to o'clock.	
	To finish a repeating pattern.	
	To make patterns using shapes.	
	To name and describe 2D and 3D shapes.	
ELG CHECKPOINT TERM 3	There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.	

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress, depending on the school's approach to subject coverage.

RECEPTION COMMUNICATION & LANGUAGE STAGES

LISTENING, ATTENTION & UNDERSTANDING

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To understand how to listen carefully.	
	To understand why listening is important.	
	To understand one step instruction.	
STAGE TWO	To engage in story times, joining in with repeated phrases and actions.	
	To begin to understand how and why questions.	
	To respond to instructions with more than one step.	
STAGE THREE CHECK POINT TERM 1	To ask questions to find out more.	
	To begin to understand humor.	
	To understand a range of complex sentence structures.	
STAGE FOUR	To retell a story.	
	To follow a story without pictures or props.	
	To understand two step instructions.	
STAGE FIVE CHECK POINT TERM 2	To understand questions such as who and what.	
	To understand questions such where, when, why and how.	
STAGE SIX	To have conversations with adults and peers with back and forth exchanges.	
	To understand three or more step instructions.	
ELG CHECKPOINT TERM 3	To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	
	To make comments about what they have heard and ask questions to clarify their understanding.	
	To hold conversations when engaged in back-and-forth exchanges with their teacher and peers.	

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress, depending on the school's approach to subject coverage.

RECEPTION COMMUNICATION & LANGUAGE STAGES

SPEAKING

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To talk in front of a small group.	
	To talk to adults in the classroom environment.	
	To learn new vocabulary from their starting point.	
STAGE TWO	To answer questions in front of whole class.	
	To use new vocabulary throughout the day.	
STAGE THREE CHECK POINT TERM 1	To develop the confidence to talk to other adults they see on a daily basis.	
	To talk in sentences using conjunctions e.g. and, because.	
STAGE FOUR	To share their work to the class standing up at the front.	
	To use new vocabulary in different contexts.	
	To engage in new conversations by taking part.	
STAGE FIVE CHECK POINT TERM 2	To link statements and stick to a main theme.	
	To use talk to organise, sequence and clarify thinking, ideas, feelings and events.	
STAGE SIX	To talk about why things happen.	
	To talk in sentences using a range of tenses.	
ELG CHECKPOINT TERM 3	To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	
	To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	
	To 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.	

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress, depending on the school's approach to subject coverage.

SELF-REGULATION

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To recognise different emotions.	
	To understand how people show emotions.	
	To focus during short whole class activities.	
	To follow one step instructions.	
STAGE TWO	To talk about how they are feeling.	
	To begin to consider the feelings of others.	
	To adapt behaviour to a range of situations.	
STAGE THREE CHECK POINT TERM 1	To focus during longer whole class lessons.	
	To follow two step instructions.	
STAGE FOUR	To identify and moderate their own feelings socially and emotionally.	
	To consider the feelings and needs of others.	
STAGE FIVE CHECK POINT TERM 2	To control their emotions using a range of techniques.	
	To set a target and reflect on progress throughout.	
STAGE SIX	To maintain focus during extended whole class teaching.	
	To follow instructions of three steps or more.	
ELG CHECKPOINT TERM 3	To show an understanding of their own feelings and those of others, and begin to regulate their behavior accordingly.	
	To set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	
	To 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.	

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress, depending on the school's approach to subject coverage.

MANAGING SELF

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To wash hands independently.	
	To put coat and socks on independently.	
	To pull down zip independently.	
	To explore different areas within the environment.	
	To use the toilet independently.	
STAGE TWO	To develop class rules and understand the need to have rules.	
	To have confidence to try new activities.	
STAGE THREE CHECK POINT TERM 1	To begin to show resilience and perseverance in the face of challenge.	
	To practise doing up a zipper.	
	To practise doing buttons.	
	To practise doing up buckles.	
	To develop independence when dressing and undressing for activities such as P.E.	
STAGE FIVE CHECK POINT TERM 2	To identify and name healthy foods.	
	To manage own basic needs independently.	
STAGE SIX	To understand the importance of healthy food choices.	
	To show resilience and perseverance in the face of challenge.	
	To show a 'can do' attitude.	
	To put uniform on and do up zippers, buttons and buckles with minimal support.	
ELG CHECKPOINT TERM 3	To be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	
	To explain the reasons for rules, know right from wrong and try to behave accordingly.	
	To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress, depending on the school's approach to subject coverage.

BUILDING RELATIONSHIPS

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To seek support of adults when needed.	
	To gain confidence to speak to peers and adults.	
STAGE TWO	To seek support of adults when needed.	
	To join others to take part in play.	
STAGE THREE CHECK POINT TERM 1	To begin to work as a group with support.	
	To use taught strategies to support turn taking.	
STAGE FOUR	To listen to the ideas of other children and agree on a solution and compromise.	
	To seek others and initiate ideas or play.	
STAGE FIVE CHECK POINT TERM 2	To work as a group.	
	To begin to develop relationships with other adults around the school and peers.	
STAGE SIX	To have confidence to communicate with adults around the school.	
	To have strong friendships.	
ELG CHECKPOINT TERM 3	To work and play cooperatively and take turns with others.	
	To form positive attachments to adults and friendships with peers.	
	To show sensitivity to their own and to others' needs.	

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress, depending on the school's approach to subject coverage.

RECEPTION PHYSICAL DEVELOPMENT STAGES

GROSS MOTOR SKILLS

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To move safely in a space.	
	To stop safely.	
	To develop control when using equipment.	
	To follow a path and take turns.	
	To work co-operatively with a partner.	
STAGE TWO	To run and stop.	
	To change direction.	
	To jump, hop and balance.	
	To explore different ways to travel using equipment.	
STAGE THREE CHECK POINT TERM 1	To roll and track a ball.	
	To develop accuracy when throwing to a target.	
	To dribble using hands.	
	To throw and catch with a partner.	
	To dribble a ball using feet.	
	To kick a ball to a target.	
STAGE FOUR	To create short sequences using shapes, balances and travelling actions.	
	To balance and safely use apparatus.	
	To jump and land safely from a height.	
	To develop rocking and rolling.	
	To explore travelling around, over and through apparatus.	
STAGE FIVE CHECK POINT TERM 2	To use counting to help to stay in time with the music when copying and creating actions.	
	To move safely with confidence and imagination, communicating ideas through movement.	
	To explore movement using a prop with control and co-ordination.	
	To move with control and co-ordination, expressing ideas.	
STAGE SIX	To develop accuracy when throwing and practice keeping score.	
	To follow instructions and move safely when playing tagging games.	
	To learn to play against an opponent.	
	To play by the rules and develop coordination.	
	To explore striking a ball.	
ELG CHECKPOINT TERM 3	To negotiate space and obstacles safely, with consideration for themselves and others.	
	To demonstrate strength, balance and coordination when playing.	
	To move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress, depending on the school's approach to subject coverage.

RECEPTION PHYSICAL DEVELOPMENT STAGES

FINE MOTOR SKILLS

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To use a dominant hand.	
	To mark make using different shapes.	
	To begin to use a tripod grip when using mark making tools.	
	To use tweezer to transfer objects.	
	To thread large beads.	
	To use large pegs.	
	To begin to copy letters.	
	To begin to hold scissors correctly.	
STAGE TWO	To begin to use anticlockwise movement and retrace vertical lines.	
	To mostly hold scissors correctly and cut along a straight and lines.	
	To use a tripod grip when using mark making tools.	
	To accurately draw lines, circles and shapes to draw pictures.	
	To begin to write taught letters using correct formation.	
STAGE THREE CHECK POINT TERM 1	To use a tripod grip when using mark making tools.	
	To mostly hold scissors correctly and cut along a curved line zig zag line	
	To thread small beads.	
	To use small pegs.	
	To write most taught letters using correct formation with support	
	To use a hammer and saw.	
STAGE FOUR	To mostly hold scissors correctly and cut along a curved line .	
	To write letters using the correct letter formation and control the size of letters. With start and stop dots to guide.	
	To use a hammer, saw and screwdriver.	
STAGE FIVE CHECK POINT TERM 2	To hold scissors correctly and cut out large shapes.	
	Write all letters independently	
	To paint using thinner paintbrushes.	
STAGE SIX	To hold scissors correctly and cut various materials.	
	To create drawings with details.	
	To copy letters using a lead in and lead out.	
	To independently use a knife, fork and spoon to eat a range of meals.	
ELG CHECKPOINT TERM 3	To hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.	
	To use a range of small tools including scissors, paintbrushes and cutlery.	
	To begin to show accuracy and care when drawing.	

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress, depending on the school's approach to subject coverage.

RECEPTION UNDERSTANDING THE WORLD STAGES

PAST & PRESENT

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To know how they have changed from when they were younger.	
	To understand the difference between old and new.	
STAGE TWO	To know about figures from the past.	
	To talk about the story of their life.	
STAGE THREE CHECK POINT TERM 1	To talk about the lives of the people around us.	
	To talk about the lives of the people around them and their roles in society.	
	To reflect on experiences that have happened in the past.	
STAGE FOUR	To look at pictures from the past and talk about what differences and similarities they have noticed.	
	To understand that the present will become the past.	
STAGE FIVE CHECK POINT TERM 2	To compare events in stories talking about differences and similarities to the present.	
	To compare settings in stories talking about differences and similarities to the present.	
STAGE SIX	To talk about memories experienced reflecting on now and then.	
	To compare characters in stories talking about differences and similarities to the present.	
ELG CHECKPOINT TERM 3	To talk about the lives of the people around them and their roles in society.	
	To know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class.	
	To understand the past through settings, characters and events encountered in books read in class and storytelling.	

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress, depending on the school's approach to subject coverage.

RECEPTION UNDERSTANDING THE WORLD STAGES

PEOPLE, CULTURE & COMMUNITIES

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To know about family structures and talk about who is part of their family.	
	To identify similarities and differences between themselves and peers.	
	To know the name of the city they live in.	
STAGE TWO	To know about features of the immediate environment.	
	To know that people around the world have different religions.	
STAGE THREE CHECK POINT TERM 1	To know about people who help us within the local community.	
	To know their home address.	
STAGE FOUR	To know that there are many countries around the world.	
	To talk about the differences and similarities of places around the world e.g. weather, food and clothing.	
STAGE FIVE CHECK POINT TERM 2	To know that people in other countries may speak different languages.	
STAGE SIX	To know that people in other countries may have different celebrations and festivals.	
	To follow a simple map to follow directions.	
ELG CHECKPOINT TERM 3	To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps.	
	To 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.	
	To explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.	

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress, depending on the school's approach to subject coverage.

RECEPTION UNDERSTANDING THE WORLD STAGES

THE NATURAL WORLD

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To ask questions about the natural environment.	
	To respect and care for the natural environments.	
STAGE TWO	To know about and recognise the signs of seasons.	
	To know about features of the world and Earth.	
STAGE THREE CHECK POINT TERM 1	To know about and recognise the signs of the different seasons.	
	To understand some important processes such as changing state of matter e.g. water to ice.	
STAGE FOUR	To know about features of their own immediate environment and how they might vary from another.	
	To take part in process such as planting.	
STAGE FIVE CHECK POINT TERM 2	To observe processes such as the growth of seeds and talk about changes.	
	To know how to care for plants and animals.	
	To learn about lifecycles of plants and animals.	
	To know that animals live in different environments.	
STAGE SIX	To sort animals into different categories e.g. nocturnal and farm animals.	
	To know that some things in the world are man-made and some things are natural.	
	To talk about where our food comes from.	
	To know some names of animals and their young.	
ELG CHECKPOINT TERM 3	To explore the natural world around them, making observations and drawing pictures of animals and plants.	
	To 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.	
	To understand some important processes and changes in the natural world around them including the season and changing states of matter.	

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress, depending on the school's approach to subject coverage.

RECEPTION UNDERSTANDING THE WORLD STAGES

TECHNOLOGY

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To show an interest in technology.	
	To show an interest in technological toys with knobs, pulleys and buttons.	
STAGE TWO	To know how to operate simple equipment.	
	To draw simple pictures using technology.	
	To use a camera to take photos.	
STAGE THREE CHECK POINT TERM 1	To access, understand and interact with a range of technology within the classroom environment.	
STAGE	To use technology to aid their learning such as an interactive whiteboard.	
STAGE FIVE CHECK POINT TERM 2	To explore how simple technology works.	
	To use the internet with adult supervision to find and retrieve information.	
STAGE SIX	To program simple technology.	
	To use technology to type words or labels such as own name.	
ELG	There are no early learning goals that directly relate to technology objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.	

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress, depending on the school's approach to subject coverage.

RECEPTION EXPRESSIVE ART & DESIGN STAGES

CREATING WITH MATERIALS

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To name colours.	
	To experiment with mixing colours.	
	To create simple representations of people and objects.	
	To draw and colour with pencils and crayons.	
	To role play using given props and costumes.	
STAGE TWO	To use colours for a particular purpose.	
	To share their creations.	
	To use non-statutory measures.	
STAGE THREE CHECK POINT TERM 1	To experiment with different mark making tools such as art pencils, pastels, chalk.	
	To explore different techniques for joining materials.	
	To know how to work safely and hygienically.	
	To use tools for a desired effect.	
STAGE FOUR	To use natural objects to make a piece of art.	
	To share creations and talk about the process.	
	To make props and costumes for different role play scenarios.	
	To use some cooking techniques.	
STAGE FIVE CHECK POINT TERM 2	To know which primary colours you mix together to make secondary colours.	
	To plan what they are going to make.	
	To draw more detailed pictures of people and objects.	
	To manipulate materials.	
	To create observational drawings.	
STAGE SIX	To know some similarities and differences between materials.	
	To explore, use and refine a variety of artistic effects to express their ideas and feelings.	
	To share creations, talk about process and evaluate their work.	
	To adapt work where necessary.	
ELG CHECKPOINT TERM 3	To safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function.	
	To share their creations, explaining the process they have used.	
	To make use of props and materials when role playing characters in narratives and stories.	

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress, depending on the school's approach to subject coverage.

RECEPTION EXPRESSIVE ART & DESIGN STAGES

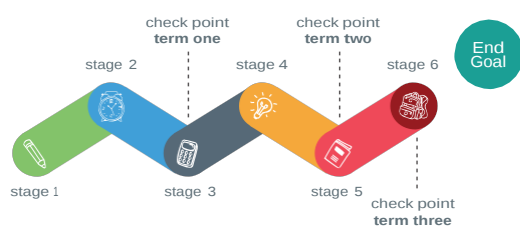
BEING IMAGINATIVE & EXPRESSIVE

STAGE	OBJECTIVE	ON TRACK
STAGE ONE	To sing and perform rhymes.	
	To experiment with different instruments and their sounds.	
	To talk about whether they like or dislike a piece of music.	
	To create musical patterns using body percussion.	
	To use costumes and resources to act out narratives.	
STAGE TWO	To sing familiar songs.	
	To begin to build up a repertoire of songs.	
	To use costumes and resources to act out narratives.	
STAGE THREE CHECK POINT TERM 1	To create musical patterns using instruments.	
	To begin to create costumes and resources for role play.	
STAGE FOUR	To move in time to music.	
	To learn dance routines.	
STAGE FIVE CHECK POINT TERM 2	To act out well known stories.	
	To create narratives based around stories.	
STAGE SIX	To dance and begin to form a routine.	
	To begin to create their own rhymes.	
	To invent their own narratives, making costumes and resources.	
ELG CHECKPOINT TERM 3	To invent, adapt and recount narratives and stories with peers and their teacher.	
	To sing a range of well known nursery rhymes and songs.	
	To perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.	

Check Points: These are the recommended check points as a stepping stone. These can be altered to meet the school needs and how they measure progress, depending on the school's approach to subject coverage.

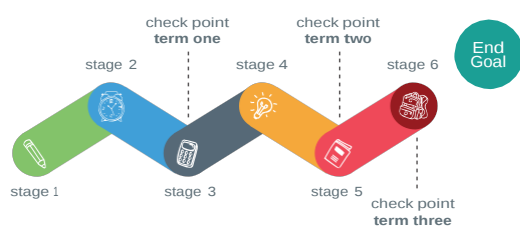
LITERACY ASSESSMENT GRID

COMPREHENSION

[illegible]

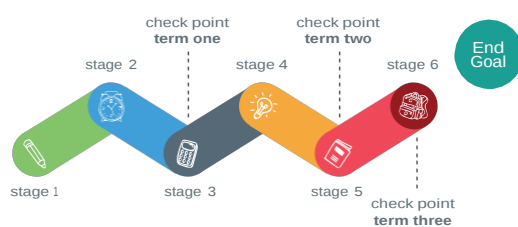
LITERACY ASSESSMENT GRID

WORD READING

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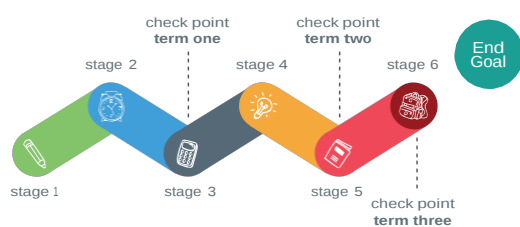
LITERACY ASSESSMENT GRID

WRITING

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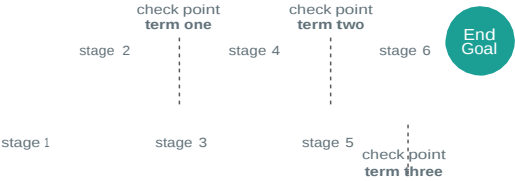
MATHEMATICS ASSESSMENT GRID

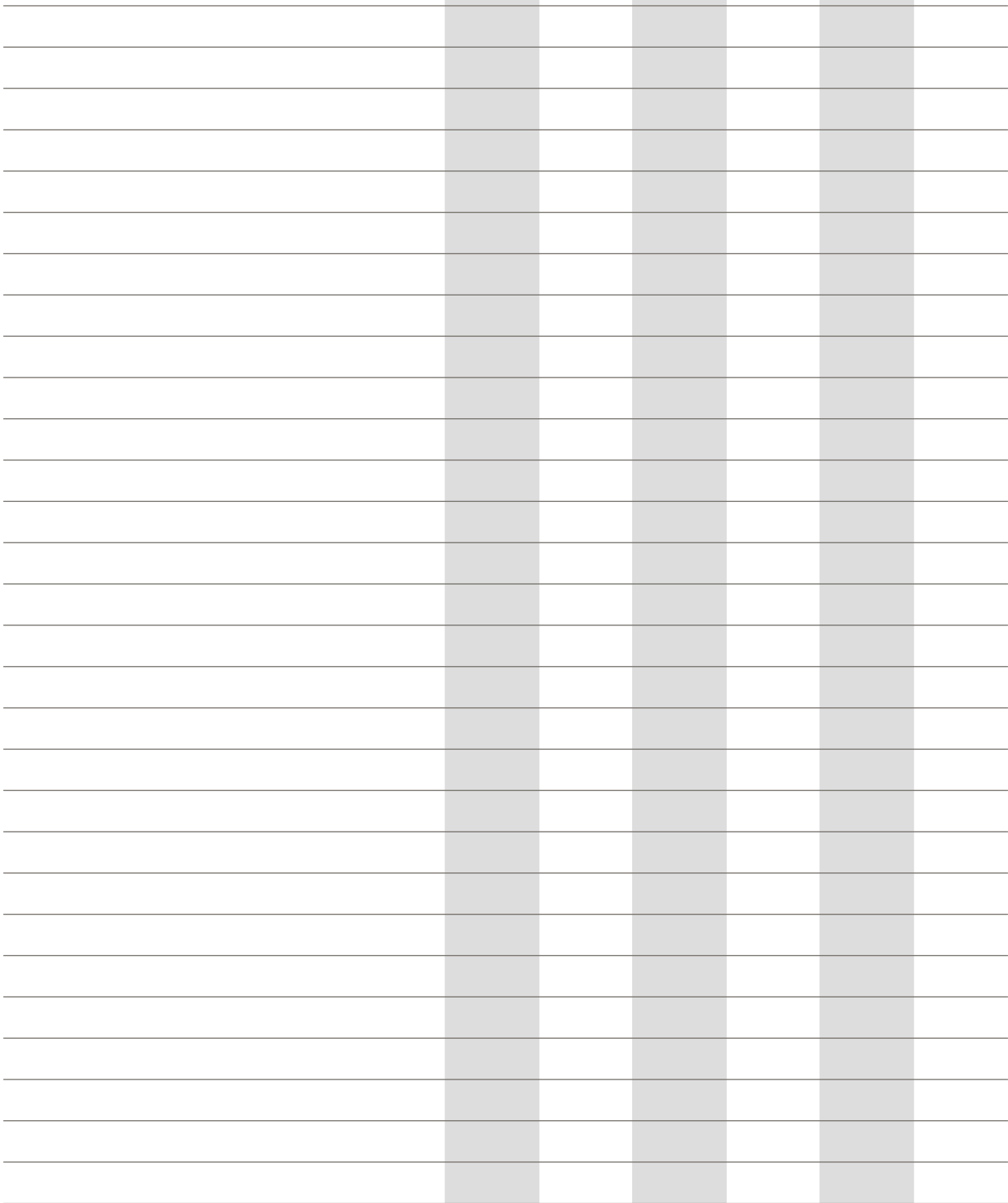
NUMBER

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MATHEMATICS ASSESSMENT GRID

CHILD'S NAME	STAGE ONE	STAGE TWO	STAGE THREE	STAGE FOUR	STAGE FIVE	STAGE SIX	END GOAL
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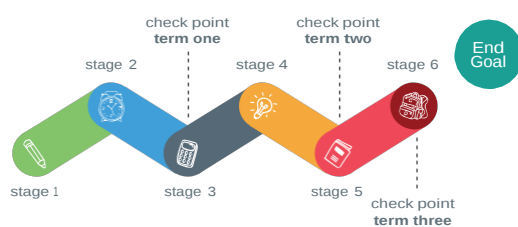




LISTENING, ATTENTION & UNDERSTANDING

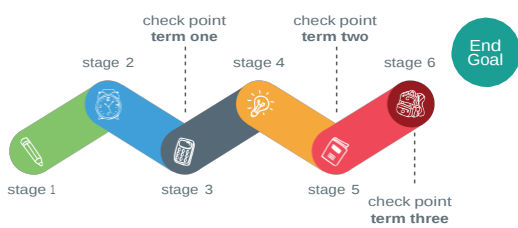
COMMUNICATION AND LANGUAGE ASSESSMENT GRID

SPEAKING

[illegible]

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT ASSESSMENT GRID

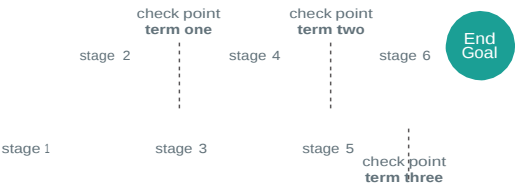
SELF-REGULATION

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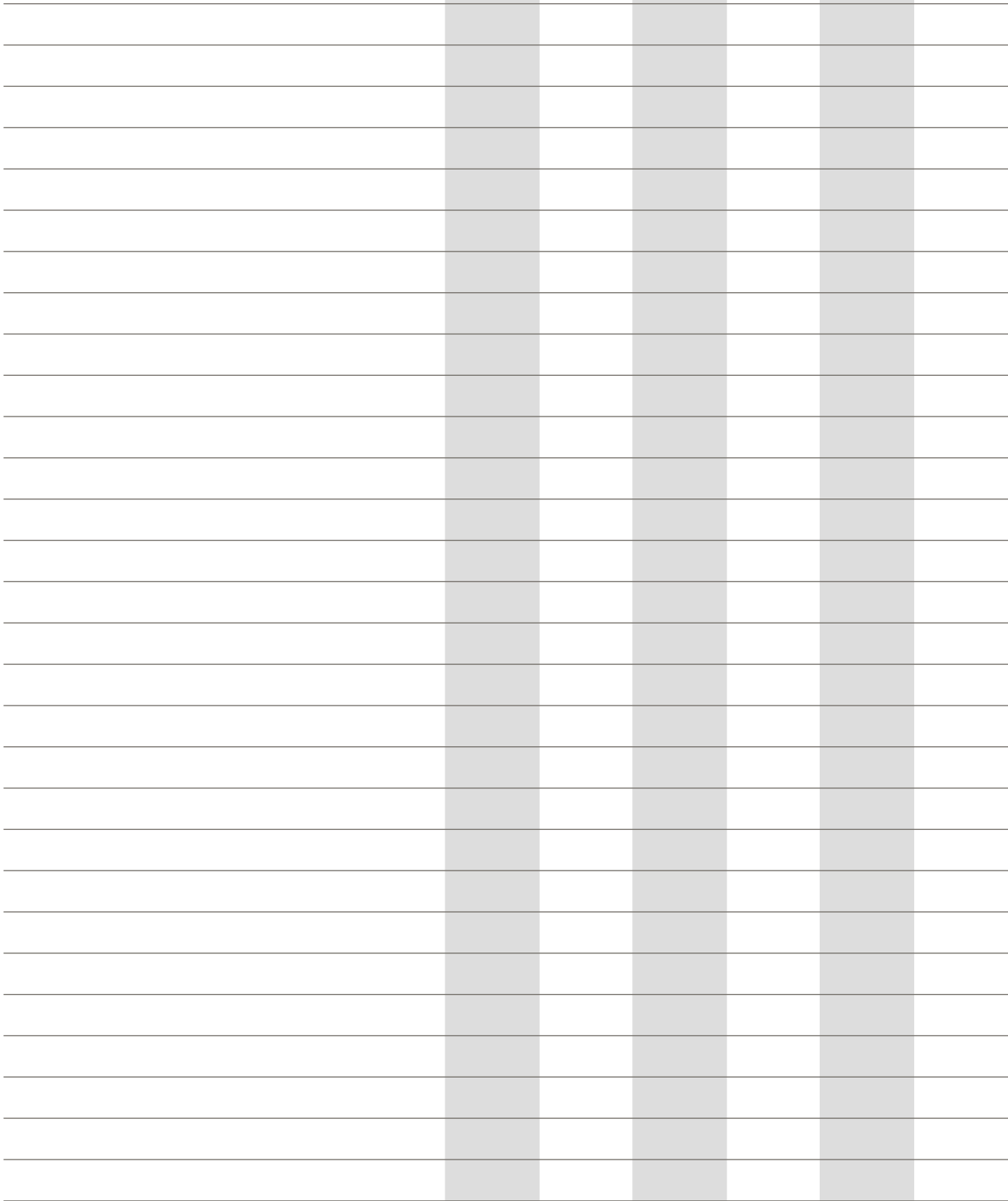
PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT ASSESSMENT GRID

CHILD'S NAME

STAGE ONE STAGE TWO STAGE THREE STAGE FOUR STAGE FIVE STAGE SIX END GOAL



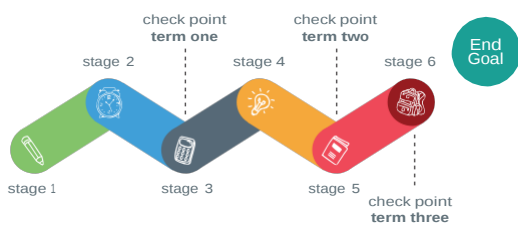
Government	Percentage
Current government	85%
Previous government	15%



check point
term three

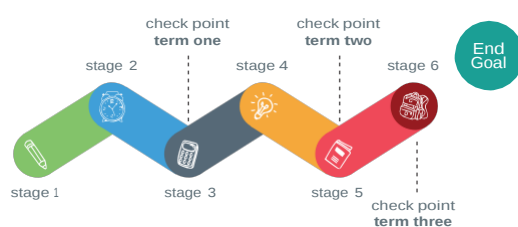
PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT ASSESSMENT GRID

BUILDING RELATIONSHIPS

[illegible]

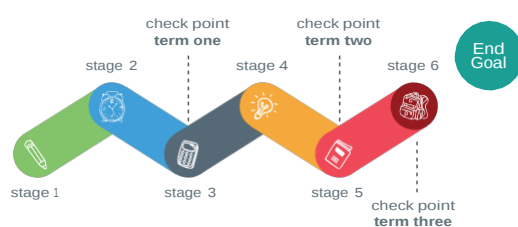
PHYSICAL DEVELOPMENT ASSESSMENT GRID

GROSS MOTOR SKILLS

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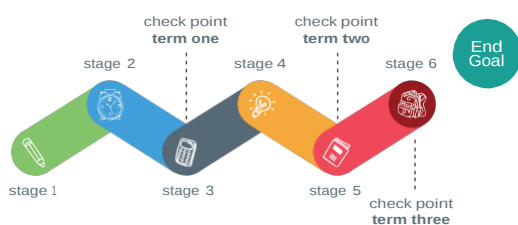
PHYSICAL DEVELOPMENT ASSESSMENT GRID

FINE MOTOR SKILLS

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UNDERSTANDING OF THE WORLD ASSESSMENT GRID

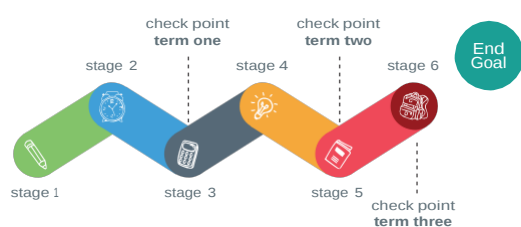
PAST AND PRESENT

[illegible]

PEOPLE, CULTURE AND COMMUNITIES

UNDERSTANDING OF THE WORLD ASSESSMENT GRID

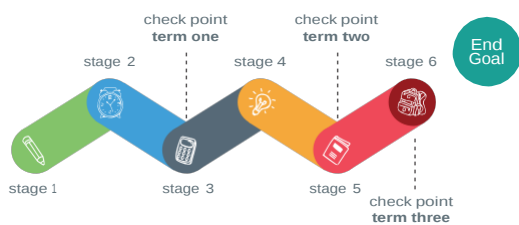
THE NATURAL WORLD

[illegible]

CREATING WITH MATERIALS

EXPRESSIVE ARTS AND DESIGN ASSESSMENT GRID

BEING IMAGINATIVE

[illegible]



PRIME EDUCATION SUPPORT

Schools that opt for the full package will receive the following:



**EARLY YEARS
CONSULTATION
AND REVIEW**



**UNDERSTANDING
THE OBJECTIVES
AND EXEMPLARS**



**TRAINING ON
PLANNING**



**TIMETABLE
SETUP**



**TEACHING AND
LEARNING TRAINING
FOR ALL THE SEVEN
AREAS**



**PHONICS
TRAINING**



**SETTING UP
AN ENABLING
ENVIRONMENT**



**EXTENDING
PUPILS**



**ASSESSING
AGAINST THE
SEVEN AREAS
OF LEARNING**



**REGULAR
CPD**



**TERMLY
MODERATION**



**CURRICULUM
DEVELOPMENT**



**PEER TO PEER
REVIEW SETUP**



**MONITORING
PROGRESS**



**SUPPORTING
SEN AND EAL
PUPILS**

Early Years **PROGRESSION** Framework



PRIME EDUCATION GROUP

