

St Johns C of E Primary
EYFS Assessment guidance document

Communication and language

Check children can...

On Entry - September

Speak intelligibly Eg. Check they can pronounce sounds correctly watch out for s, f, l, y, c/k and g.

Verbally responds to others.

-Can shift from one task to another if you fully obtain their attention, e.g. by using their name.

-Answer simple 'why' questions.

-Uses the pronoun I when talking about themselves.

-Can communicate what they want by speaking in a short sentence.

-Uses connectives in speech and, or because.

-Listen to and then follow an instruction, which has two parts.

-Recognise and sing some familiar nursery rhymes.

-Listens to a story or request and then responds appropriately.

-Follows unrelated two-step directions given verbally.

-Asks simple questions and stays on topic for two to three exchanges.

-Speaks in sentences but does not always follow grammatical rules.

-Describes familiar people, places and objects. Seeks additional words for new ways to describe.

Speaking: 3-4yr old checkpoints from Development Matters 2021 and **Listening, attention & understanding:** 3-4yr old checkpoints from Development Matters 2021
[LINK](#)

December

Speaking

-Speaks audibly. Use key vocabulary when talking about learning.

-Describes an event /object adding interesting details.

March

Speaking

-Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.

-Uses new or technical words learned in conversations or through reading. Compares words and their meanings.

-Recall and retrieve previous key vocabulary and use in conversations / in describing learning which builds on earlier knowledge / skills.

-Discusses ideas and feelings about a wide range of age-appropriate topics.

-Express own opinion about experiences in the past, present and future, speaking in full sentences.

-Uses compound sentences.

-Share ideas linked to a concrete stimulus.

-Explains thoughts about familiar people, places and events.

Listening, attention & understanding

-Can hold a back-and-forth conversation with an adult (several exchanges, supported by adult questioning to continue conversation) and peers.

-Take turns to speak and listen in a group/class.

-Stays on topic throughout discussion.

-Asks or answers specific questions about key details from information or stories shared orally.

-Asks and answers general questions about information or stories shared orally.

-Follows multi-step directions given verbally.

June

Speaking

-Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.

-Identifies words whose meaning are similar.

Determines the meaning of unknown words from context or from root word.

-Recalls and retrieves previous key vocabulary and use in conversations / in describing learning which builds on earlier knowledge / skills.

-Discusses ideas and feelings about a wide range of age-appropriate topics.

-Express own opinion about experiences in the past, present and future, speaking in full sentences

-Uses compound sentences to good effect.

-Shares ideas linked to a variety of stimuli.

-Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion

Listening, attention & understanding

-Can hold a back-and-forth conversation with adults and peers.

-Take turns to speak and listen in a group/class for a sustained period.

-Stays on topic throughout discussion and listens with attention.

-Asks or answers specific questions about key details from information or stories shared orally.

-Asks or answers specific questions about key details from information or stories shared orally.

-Remembers and follows previous rules or directions shared verbally.

St Johns C of E Primary
EYFS Assessment guidance document

<ul style="list-style-type: none"> -Speak in well-formed sentences and a sequence of sentences. -Explains thoughts about familiar places, people and events. -Tells stories and engages in conversations through multiple exchanges. -Speaks in simple complete sentences. Uses question words in speech. -Express own opinion about experiences in the past and present. Can talk about a future event. -In speech, distinguishes between the past and present. -Includes new and technical words in everyday conversations. -Asks what unfamiliar words mean. <p><u>Listening, attention & understanding</u></p> <ul style="list-style-type: none"> -Hold a back-and-forth conversation with others. -Take turns to speak and listen in a group. - Asks & answers general questions about information and stories. -Expands on stories and information shared orally. -With prompting, follows multi-step directions given verbally. 	<p><u>ELG: Speaking</u></p> <ul style="list-style-type: none"> -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, 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. <p><u>ELG: Listening Attention and Understanding</u></p> <ul style="list-style-type: none"> -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. -Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. - Make comments about what they have heard and ask questions to clarify their understanding.
---	---

Personal, social and emotional

Check children can...

<p><u>On Entry - September</u></p> <ul style="list-style-type: none"> - Settle to some activities, showing engagement and concentration that interests them. -Sometimes shares or take turns with others, (with adult guidance). -Play alongside others. 	<p><u>March</u></p> <p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> -Identifies and explains personal feelings. Describes appropriate responses. -Negotiates to attain personal preference in a situation. 	<p><u>June</u></p> <p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> -Identifies and explains personal feelings in response to stimuli in the environment and books. Makes an appropriate response. -Shows respect for others' personal space and belongings.
---	---	--

St Johns C of E Primary
EYFS Assessment guidance document

- Start to understand the expectations, boundaries and classroom routines of the school.
- Go to the toilet independently.
- When given two to three options, chooses his/her most desired option.
- Initiates an activity and seeks help to complete it.
- Explains a reason why someone may be happy or sad.

Self-regulation: 3-4yr old checkpoints from Development Matters 2021 &

Managing self: 3-4yr old checkpoints from Development Matters 2021 &

Building relationships: 3-4yr old checkpoints from Development Matters 2021 – see [LINK](#)

December

Self-Regulation

- Names some personal feelings and uses strategies to manage behaviour.
- Describes preferences of self and others.
- Can tolerate delay when their needs are not immediately met.
- Sustains focus for at least 10 minutes, persisting even if there are problems or distractions.
- Can take notice of the teacher and respond to simple instructions/requests.

Managing Self

- Have another go at something they find hard.
- Can practice a known skill independently.
- Doesn't give up after one try or look and leave.
- Follows taught routines and rules.
- Explores personal limits. Identifies when others are or are not following familiar rules and routines.

- Can use how they feel/awareness of others' feelings to manage their behaviour with increasing control.
- Knows what they are focusing on and can persist.
- Can take notice of the teacher and respond to simple instructions/requests.
- Sustains focus for at least 15 minutes, persisting even if there are problems or distractions.

Managing Self

- Regulate their behaviour when something doesn't work.
- Can practice a known skill independently.
- Doesn't give up after one try or look and leave.
- Participates in setting, defining and following rules and routines.
- Can explain how rules help us and makes choices accordingly.
- Has a sense of right and wrong.
- Is able to look after themselves including changing for PE, going to the toilet and healthy food choices.

Building Relationships

- Begins to describe friendships and other meaningful relationships.
- Transitions from one activity to the next and helps others through the transition.
- Has formed several relationships with others and has some strategies to deal with conflict.
- Identifies feelings of others and responds accordingly.
- Transitions from one activity to the next and helps others through the transition.
- Takes care of own needs and personal belongings.
- Showing and demonstrating awareness of others' needs.

- Can use how they feel/awareness of others' feelings to manage their behaviour with control in most situations.
- Knows what they are focusing on and can persist for a sustained amount of time.
- Takes notice of the teacher/other adults and responds to instructions/requests.
- Sustains focus for at least 30 minutes, persisting even if there are problems or distractions.

Managing Self

- Regulate their behaviour when something doesn't work.
- Can practice a known skill independently.
- Doesn't give up after one try or look and leave.
- Explains why rules and regulations are important and what might happen if they are not followed.
- Can explain how rules help us and makes choices accordingly.
- Has a sense of right and wrong.
- Describes strategies to adjust and calm one-self in new or stressful situations.
- Is able to look after themselves including changing for PE, going to the toilet and healthy food choices.

Building Relationships

- Describes qualities of positive relationships and ways to build them.
- Transitions from one activity to the next and helps others through the transition.
- Has formed several relationships with others and has some strategies to deal with conflict.
- Shows empathy.
- Transitions from one activity to the next and helps others through the transition.
- Takes care of own needs and personal belongings.
- Showing and demonstrating awareness of others' needs.

St Johns C of E Primary
EYFS Assessment guidance document

<p>-Starting to make choices based on right/wrong. -With support, negotiates ways to handle non-routine transitions. -Takes steps to look after themselves including changing for PE, going to the toilet and healthy food choices</p> <p><u>Building Relationships</u> -Initiates play, conversations and interactions with one or more persons. -Tries to comfort and assure familiar children or adults. -Share a resource with another child/ren. -Seek reassurance from a known adult. -Can talk about own needs. -Showing growing awareness of others' needs. -Seeks out opportunities to help others. Tries to solve own social problems</p>	<p>-Suggests solutions to group problems or challenges.</p>	<p>-Fulfils personal roles and responsibilities when working in a group.</p> <p><u>ELG: Self-Regulation</u> -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.</p> <p><u>ELG: Managing Self</u> -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.</p> <p><u>ELG: Building Relationships</u> - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.</p>
--	---	--

Physical development

Check children can...

Fine Motor

St Johns C of E Primary
EYFS Assessment guidance document

<p><u>On entry - September</u> -Makes marks using a writing implement with one hand. -Has strength of muscles to use tools e.g. scissors, hammer and nail. -Has a dominant hand. -Snips with scissors. Strings large beads.</p> <p>Fine motor skills: 3-4yr old checkpoints from Development Matters 2021 – see LINK</p> <p><u>December</u> -Uses a mature tripod grip with drawing/writing tools (not fist) (see pencil control resources LINK and pre-writing resources LINK). -Draw intentional shapes i.e. round shapes. -Draw intentional lines – straight, curvy, wavy, zig-zag etc. -In drawing, cross the mid-line, draw intercepting lines etc. -Use a secure grip when using different writing/drawing tools e.g. paintbrush, spatula. -Use writing implements to write taught letters. -Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p>	<p><u>March</u> -Consistently uses mature tripod grip with drawing/writing tools. -Draw recognisable objects / people with some basic features e.g. eyes, hair. -Correctly grip scissors and cut out a shape. -Use writing implements correctly to write taught letters. - Is correctly forming letters linked with those taught and practiced in phonics, English lessons and provision. - Draw shapes and lines, of different lengths and orientation with increasing effectiveness. --In drawing, cross the mid-line, draw intercepting lines etc. -Draw & write with increasing spatial awareness, taking note of size and orientation on the page/paper/media. -Ties shoes and dresses self.</p>	<p><u>June</u> -Consistently uses mature tripod grip with drawing/writing tools. Legibly prints letters, numbers, and symbols. -Draw recognisable objects / people with some detail and features e.g. eyes, hair. -Correctly grip scissors and cut out a variety of shapes. -Use writing implements correctly to write taught letters accurately. - Is correctly forming letters linked with those taught and practiced in phonics, English lessons and provision. - Draw shapes and lines, of different lengths and orientation with increasing effectiveness and skill. --In drawing, cross the mid-line, draw intercepting lines etc to create whole pictures. -Draw & write with increasing spatial awareness, taking note of size and orientation on the page/paper/media as well as lines on the page. -Threads small beads. Stacks small objects.</p> <p><u>ELG: Fine Motor Skills</u> -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.</p>
<p>Gross Motor</p> <p><u>On entry – September</u> <i>Note italics is an example not a must have</i> -Are reliably dry during the day. -Demonstrate spatial awareness -Can balance on one leg</p>	<p><u>March</u> - Is becoming more effective in executing basic movement skills which include co-ordination, balance and increasing strength; children can fluently combine these to create movement in balance; catch;</p>	<p><u>June</u> - Is secure in executing age-appropriate basic movement skills which include co-ordination, balance and increasing strength; children can fluently combine these to create movement in balance; catch;</p>

St Johns C of E Primary
EYFS Assessment guidance document

<p>-Show co-ordination e.g. <i>Age 3: Climb confidently, catch a large ball and pedal a tricycle</i> <i>Avoiding bumping into each other when running on a playground</i> -Find a space <i>NB: Observe how pupils are using their bodies, do they have fluid movement, control, able to access and use play equipment?</i> -Can pivot shoulder and elbow. -Balances and hops on one foot. -Throws both overhand and underhand. Catches or kicks moving objects. Gross motor skills: 3-4yr old checkpoints from Development Matters 2021 - see LINK December Can complete basic movements that show co-ordination, balance and increasing strength, can combine these to create movement. -rolling, crawling, walking, jumping, running, hopping, skipping, climbing LINK. -Hops from one foot to the other. Begins to skip. -Coordinates multiple movements in simple sequences. -Use loose play to build. -Can sit upright, unsupported on the carpet for approx. 5 mins. -Can sit on a chair correctly (tummy to table, feet to floor). <i>It is important to note the difference between what a child can do and what they choose to do independently. This statement refers to whether a child is physically able to sit on a chair and has the core strength to hold the position not whether they choose to do so when independent.</i></p>	<p>hop; jump for distance; jump for height; and sprint run. -Send objects by rolling, throwing, pushing or kicking. -Skips confidently, gallops and slides side to side. -Changes direction and speed of movement. -Use large construction to build. -Can sit upright, unsupported on the carpet for approx. 15 mins. -Can sit on a chair correctly (tummy to table, feet to floor). <i>It is important to note the difference between what a child can do and what they choose to do independently. This statement refers to whether a child is physically able to sit on a chair and has the core strength to hold the position not whether they choose to do so when independent.</i> -Can bend at the wrist to support writing and has elbow in a secure position to support fine motor control movement including writing. -Seating position supports pencil grip and body position for drawing, painting, writing etc. -Can avoid a range of stationary obstacles and slow-moving ones. -Identifies food that is nutritious. Regulates personal needs for nutrition, activity and rest with few reminders. -When feeling sick, describes symptoms. Recognises the difference between contagious illnesses and noncommunicable diseases or conditions. -Applies general safety rules to a variety of everyday situations with little prompting.</p>	<p>hop; jump for distance; jump for height; and sprint run. -Send objects with control by rolling, throwing, pushing or kicking. -Skips confidently, gallops and slides side to side and avoids obstacles. -Changes direction and speed of movement with accuracy. -Use large construction to build and can control movement with care. -Can sit upright, unsupported on the carpet for approx. 20 mins. -Can sit on a chair correctly (tummy to table, feet to floor) and this aids fine motor control. <i>It is important to note the difference between what a child can do and what they choose to do independently.</i> -Can bend at the wrist to support writing and has elbow in a secure position to support fine motor control movement including writing. -Seating position supports accurate and controlled pencil grip and body position for drawing, painting, writing etc. -Can avoid a range of obstacles (stationary and moving) whilst moving. -Identifies food that is nutritious. Regulates personal needs for nutrition, activity and rest with few reminders. -When feeling sick, describes symptoms. Recognises the difference between contagious illnesses and noncommunicable diseases or conditions. -Applies general safety rules to a variety of everyday situations with little prompting.</p>
--	--	--

St Johns C of E Primary
EYFS Assessment guidance document

<p>-Can bend at the wrist to support writing. -Can avoid stationary obstacles and large slow-moving ones.</p> <p>-Identifies food groups and sorts food. Chooses between two appropriate food options or rest options. -Explains how germs spread and simple strategies for preventing the spread.</p>		<p>ELG: Gross Motor Skills</p> <p>-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.</p>
--	--	--

Literacy		
Reading - Check children can:		
<p><u>On entry - September</u></p> <p>-Orally blend some simple cvc words. -Name a favourite story. -Recognise their name and some common words. -Recognise an initial sound at the start of a word and can identify six to seven letters and their sounds. -Anticipates what come next in familiar stories. Expresses likes or dislikes within the story. -Participates with others in the retelling of a story by pointing at pictures or role-playing with props. -Identifies words that have a similar beginning sound. -Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>Word reading: 3-4yr old checkpoints from Development Matters 2021 & Comprehension: 3-4yr old checkpoints from Development Matters 2021 - see LINK</p> <p><u>December</u> Word Reading</p>	<p><u>March</u></p> <p>Word Reading</p> <p>-Can read CEW as outlined in schools' phonics progression document. -Has phoneme grapheme correspondence for alphabet (or is in line with expectations in school phonics progression document.). -Segment simple cvc words. -Blend to read cvc words. -Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words. -Identify Set 2 letters and their sounds. -Read words and captions consistent with phonic knowledge by sound blending.</p> <p><u>Comprehension</u></p> <p>-Show understanding of what is read by or to them by naming main characters and key events. -Uses new or technical words learned in conversations or through reading. Compares words and their meanings.</p>	<p><u>June</u></p> <p>Word Reading</p> <p>-Can read with fluency CEW as outlined in schools' phonics progression document. -Has secure phoneme grapheme correspondence for alphabet. -Segment cvc/ccvc/cvcc words. -Blend to read cvc/ccvc/cvcc words. -Recognizes letter patterns, word families, long and short vowel sounds, whole word chunks, digraphs and blends. -Read words, captions and text consistent with phonic knowledge by sound blending.</p> <p><u>Comprehension</u></p> <p>-Show understanding of what is read by or to them by naming main characters and key events. -Identifies words whose meaning are similar. Determines the meaning of unknown words from context or from root word. -Recognises blends, digraphs, letter patterns and simple word families</p>

St Johns C of E Primary
EYFS Assessment guidance document

<p>-Can read CEW as outlined in schools' phonics progression document. -Has phoneme grapheme correspondence for alphabet (or is in line with expectations in school phonics progression document.). -Segment simple cvc words. -Blend to read cvc words. -Identifies Set 1 letters and their sounds. Recognises that letters make up words. - Identifies the beginning and ending sounds of words. -Names all upper and lower case letters when presented in random order. When shown a two to three letter word, can find it in print.</p> <p><u>Comprehension</u> -Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line. -Suggests a series of rhyming words when given a word. -Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. -Relates to the characters or events of the story and shares a similar experience or object from own life. -Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events.</p>	<p>-Explains which sound of given word is the rime and which sound is the onset. -Recognises common types of text (poem, storybook, fact book). Names author and illustrator. Identifies punctuation. -With support, compares similarities between two texts. -With prompting, answers questions about characters and setting. Retells major events of a story in sequence.</p>	<p>-Explains the difference between books that tell stories and those that give information. -Makes many text-to-text, -self and -world connections. Compares similarities and differences between two texts. -Retells stories and includes key details. Asks and answers questions about setting, characters and events. Explains who is speaking at various points throughout the story.</p> <p><u>ELG: Word Reading</u> - 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.</p> <p><u>ELG: Comprehension</u> 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.</p>
<p>Writing - Check children can:</p>		
<p><u>On entry - September</u> -Makes marks using a writing implement with one hand. -Write some letters of their name.</p>	<p><u>March</u> -Can write recognisable letters associated with taught phonemes in SSP lessons. -Accurate letter formation of taught letters.</p>	<p><u>June</u> -Can write recognisable letters associated with taught phonemes in SSP lessons. -Accurate letter formation of taught letters.</p>

St Johns C of E Primary
EYFS Assessment guidance document

<p>-Attempts to print or copy familiar symbols and letters, especially those that are in own name. -Draws lines, circles or shapes and explains who or what they represent.</p> <p>Writing: 3-4yr old checkpoints from Development Matters 2021 - see LINK</p> <p><u>December</u></p> <ul style="list-style-type: none"> -Can write recognisable letters associated with taught phonemes in SSP lessons. -Accurate letter formation of taught letters. -Increasing spatial awareness so size/orientation of letters is improving. -Growing relationship between the line and letters. -Use clearly identifiable letters to write a word that can be read by others. -Write own name and labels. -Hear the start, end and medial sound in words and record these as a word. -Write some CEW words, spelt correctly: to, no, go, I, the. -Begin to put spaces in between words. -Can write in response to something. -Writes independently in provision. -Prints first name. Copies print. Emergent spelling. -Uses a combination of drawing, dictating and writing to express and record an event or idea. 	<ul style="list-style-type: none"> -Increasing spatial awareness so size/orientation of known letters has improved and newly taught letters improving. -Stronger relationship between the line and letters in a range of media. -Use clearly identifiable letters to write words / phrases that can be read by others. -Can write a caption (not dictated) that can be read by others. -Represent start, end and taught medial sounds in writing (although they may not choose the correct grapheme). -Write known and newly taught CEW words in writing. -Put spaces in between words. -Writes in response to something. -Writes independently in provision. -Prints first and last name. Prints upper and lower case letters appropriately. -Uses emergent spelling (for new combinations of letters, not taught specifically in SSP) to write words that are connected to a given topic or opinion. Draws pictures to support writing. 	<ul style="list-style-type: none"> -Secure spatial awareness so size/orientation of known letters. -Strong relationship between the line and letters in a range of media. -Use clearly identifiable letters to write words / phrases / simple sentences that can be read by others. -Can write in response to a stimulus. -Correct phoneme-grapheme choices for start, end and taught medial sounds in writing. -Write known and newly taught CEW words in writing. - Spaces in between words is common. -Writes independently in provision. -Uses emergent spelling (for new combinations of letters, not taught specifically in SSP) to write words that are connected to a given topic or opinion. Draws pictures to support writing. <p><u>ELG: Writing</u></p> <ul style="list-style-type: none"> - 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.
---	--	--

Mathematics		
Check children can...		
On entry - September -Subitise numbers to 3.	<u>March</u> Number LINK to NCETM PROGRESSION CHARTS	<u>June</u> Number LINK to NCETM PROGRESSION CHARTS

St Johns C of E Primary
EYFS Assessment guidance document

(immediate recognition, not counting individually)
-Say numbers in sequence up to 6 in order (Stable number).
-Shows 1:1 correspondence when counting *The number the child says might be incorrect, but they move one object every time they change the number they say.*
-Count a small set of objects and tell you how many there are in total (cardinal principle).
-Talk about 2D and 3D shapes using mathematical language.
-Continue an ABAB pattern.
-Use words to describe position e.g. behind, next to, in front.

Number: 3-4yr old checkpoints from Development Matters 2021 &
Numerical patterns: 3-4yr old checkpoints from Development Matters 2021 - see - [LINK](#)

December

Number [LINK to NCETM PROGRESSION CHARTS](#)

-Understands early progression in cardinality & counting, comparison, composition, pattern. See [LINK](#) and <https://www.ncetm.org.uk/in-the-classroom/early-years/>
-Uses vocabulary associated with content taught, in direct teaching and CP opportunities.
-Identifies numbers to 10. 1:1 correspondence in counting to 10.
-Subitise numbers to 5.

Numerical patterns [LINK to NCETM PROGRESSION CHARTS](#)

-Understands early progression in cardinality & counting, comparison, composition, pattern. See [LINK](#) and <https://www.ncetm.org.uk/in-the-classroom/early-years/>
-Uses vocabulary associated with content taught, in direct teaching and CP opportunities.
-Can count 10 objects in a variety of contexts with 1:1 correspondence.
-Knows names of shapes: circle, triangle, square, rectangle and the number of sides each shape has.
-Identifies two- and three-dimensional shapes and symbols regardless of orientation.
-Identifies, sorts and classifies objects by at least two features.
-Know number bonds up to 5.

Numerical patterns [LINK to NCETM PROGRESSION CHARTS](#)

-Understands early progression in pattern. See [LINK](#) and <https://www.ncetm.org.uk/in-the-classroom/early-years/>
-Uses vocabulary associated with content taught, in direct teaching and CP opportunities.
-Verbally count beyond 15 and recognise the pattern of number.
-Understands the words equal, odd, even and share e.g. can share up to 10 objects into 2 equal groups.
-Can say one more or one less than a number (no higher than 10).

Shape and Space [LINK TO FOLDER with 3 key docs.](#)

-Understands early progression in space and shape, measures. See [LINK](#) and <https://www.ncetm.org.uk/in-the-classroom/early-years/>

-Understands early progression in cardinality & counting, comparison, composition, pattern. See [LINK](#) and <https://www.ncetm.org.uk/in-the-classroom/early-years/>
-Uses vocabulary associated with content taught, in direct teaching and CP opportunities.
-Can count / accurate 1:1 correspondence a range of objects in a variety of contexts. Notices and self-corrects errors.
-Independently know number bonds up to 10 and prove knowledge through demonstration. Notices and self-corrects errors.

Numerical patterns [LINK to NCETM PROGRESSION CHARTS](#)

-Understands early progression in pattern. See [LINK](#) and <https://www.ncetm.org.uk/in-the-classroom/early-years/>
-Uses vocabulary associated with content taught, in direct teaching and CP opportunities.
-Verbally count beyond 20 and recognise the pattern of number.
-Demonstrates understanding of one more or one less than a number (no higher than 10) in a range of contexts. Starts to make connections between similar quantities of number i.e. if we take a cake from the plate with 7 on and the plate with 5 on, they both have one less.
-Understands the words equal, odd, even and share e.g. can share up to 10 objects into different equal groups.
-Can compare different quantities and lengths and use appropriate vocabulary to describe them.

Shape and Space [LINK TO FOLDER with 3 key docs.](#)

St Johns C of E Primary
EYFS Assessment guidance document

<p>-Understands early progression in pattern. See LINK and https://www.ncetm.org.uk/in-the-classroom/early-years/</p> <p>-Uses vocabulary associated with content taught, in direct teaching and CP opportunities.</p> <p>-Verbally count beyond 10.</p> <p>-Can look at 2 groups and say which has more or less, or if they both have the same.</p> <p>-Can see and talk about the effect of combining two numbers or quantities – greater value number/quantity.</p> <p>Shape and Space LINK TO FOLDER with 3 key docs.</p> <p>-Understands early progression in space and shape, measures. See LINK and https://www.ncetm.org.uk/in-the-classroom/early-years/</p> <p>-Uses vocabulary associated with content taught, in direct teaching and CP opportunities.</p> <p>-Knows names of shapes: circle, triangle, square and the number of sides each shape has.</p> <p>-Identifies and corrects the orientation of familiar objects and symbols.</p> <p>-Sorts objects by more than one feature and explains why.</p> <p>-Can identify things that are: longer, shorter, smaller, empty, full (as part of an adult led group), and can compare.</p> <p>-Estimates (not always logically) size and volume. Measures and describes findings.</p> <p>-Arranges and orders multiple objects by size, length, hue or weight. Recalls a sequence of events.</p> <p>-Use positional language e.g. top, middle, bottom, inside, between.</p>	<p>-Uses vocabulary associated with content taught, in direct teaching and CP opportunities.</p> <p>-Can compare different quantities and lengths.</p> <p>-Makes logical estimates and uses measurement tools to check estimation.</p> <p>-Orders multiple objects by two or more features. Orders events in time.</p> <p>-Uses relevant positional language in a variety of contexts.</p> <p>-Gives and follows positional instructions to find objects or places.</p> <p><u>Mathematical reasoning and problem solving (relevant to all areas of mathematics)</u></p> <p>-Use taught mathematical vocabulary.</p> <p>-Children develop representing their mathematical understanding and models used by adults are noticed and drawn from. See ECMG Developing Mathematical Graphics in the Early Years LINK</p> <p>-Children notice errors and are metacognitive.</p> <p>-Mentally eliminates possible solutions to a problem by thinking through their potential results.</p> <p>- Can prove their own learning through verbal explanation and demonstration using representations and/or manipulatives.</p> <p>-Use taught vocabulary e.g linked to topics.</p>	<p>-Understands early progression in space and shape, measures. See LINK and https://www.ncetm.org.uk/in-the-classroom/early-years/</p> <p>-Uses vocabulary associated with content taught, in direct teaching and CP opportunities.</p> <p>-Can describe properties of some 2D and 2D shapes using the correct language.</p> <p>-Matches two-dimensional shapes to corresponding three-dimensional shapes.</p> <p>-Answers questions about data or objects sorted in up to three categories.</p> <p>-Explains which measurement tool makes best sense for the object being measured. Tells time in hours and half-hours.</p> <p>-Compares the length of two objects by using a third object (the length unit). Orders three objects by length.</p> <p>-Uses relevant positional language in a variety of contexts.</p> <p>-Gives and follows positional instructions to find objects or places.</p> <p><u>Mathematical reasoning and problem solving (relevant to all areas of mathematics)</u></p> <p>-Use taught mathematical vocabulary.</p> <p>-Children’s representations support their mathematical understanding and models used by adults are utilised. See ECMG Developing Mathematical Graphics in the Early Years LINK</p> <p>-Children notice errors and are metacognitive.</p> <p>--Explains the sequence of his/her problem-solving strategy. Notices and self-corrects errors.</p>
--	---	--

St Johns C of E Primary
EYFS Assessment guidance document

<p>-Explains the location of an object in relation to another object or person.</p> <p><u>Mathematical reasoning and problem solving (relevant to all areas of mathematics)</u></p> <p>-Use taught mathematical vocabulary.</p> <p>-Children start to represent their mathematical understanding. See ECMG Developing Mathematical Graphics in the Early Years LINK</p> <p>-Children notice errors and are metacognitive.</p> <p>-Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p>- Can prove their own learning through verbal explanation and demonstration using representations and/or manipulatives.</p>		<p>- Can prove their own learning through verbal explanation and demonstration using representations and/or manipulatives.</p> <p><u>ELG: Number</u></p> <p>- Have a deep understanding of number to 10, including the composition of each number.</p> <p>- Subitise (recognise quantities without counting) up to 5.</p> <p>- 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.</p> <p><u>ELG: Numerical Patterns</u></p> <p>- Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
--	--	---

Understanding the World

Check children can...

Check children can...	Check children can...	Check children can...
<p><u>On entry - September</u></p> <p>-Show curiosity and respond to the learning environment.</p> <p><i>-explores resources that have been put out</i></p> <p><i>-uses all of the environment (inside and out).</i></p> <p>-Can talk about their own life.</p> <p>-Recognizes symbols and landmarks.</p>	<p><u>March</u></p> <p><u>The Natural World</u></p> <p>-Use taught vocabulary e.g linked to topics.</p> <p>-Talk about plants and/or animals they have learnt about.</p> <p>-Talk about the differences between <u>taught</u> environments (e.g. if you have taught about the arctic</p>	<p><u>June</u></p> <p><u>The Natural World</u></p> <p>-Use taught vocabulary e.g linked to topics.</p> <p>-Talk about the differences between <u>taught</u> environments (e.g. if you have taught about the arctic they should be able to talk about how it is different to here).</p>

St Johns C of E Primary
EYFS Assessment guidance document

<p>-Recalls information and events from the past. -Identifies if an object can grow, eat or move. -Identifies the climate and weather in the immediate environment.</p> <p>The Natural World: 3-4yr old checkpoints from Development Matters 2021 & People, Culture & communities: 3-4yr old checkpoints from Development Matters 2021 & Past and Present: 3-4yr old checkpoints from Development Matters 2021 - see LINK</p> <p><u>December</u> The Natural World -Use taught vocabulary e.g home, road, family. -Describe what they can see in school environment. -Make a simple link between cause and effect (the sky is dark it's going to rain). -Asks questions or shows curiosity about scientific phenomenon. Predicts an outcome. -Explores scientific phenomenon and records observations by drawing. -Describes and compares observations of scientific phenomenon. -Recognizes that all living things have similar basic needs. Distinguishes between needs and wants. -Sorts organisms as living or non-living and explains why. -Manipulates matter and observes any physical changes that may occur. -Experiments with and explains invisible forces (ramps, magnets, etc.). -Explains how weather and climate changes may affect personal life. Identifies the current season. -Describes a habitat and its characteristics.</p>	<p>they should be able to talk about how it is different to here).</p> <p>-Ask simple questions linked with observation and known knowledge? -Explores scientific phenomenon and records observations by drawing. -Predicts multiple outcomes to a question or situation and explains personal reasoning. -Gathers information or experiments to prove/disprove a hypothesis. -Uses information and observations to verify a prediction. -Describes how living things attain what they need to survive. -Describes the features of living things and groups them by similar features. -Classifies and sorts materials by a variety of physical properties. -Experiments and compares the movement of various objects on a variety of surfaces. -Explains that different places have different kinds of weather and climates. -Describes how living things interact within a particular environment. Describes personal role in taking care of the environment.</p>	<p>-Ask questions related to stimulus and drawing upon prior learning. -Explores scientific phenomenon and records observations by drawing. -Inquiries about a scientific phenomenon and explains which prediction seems most probable. -Experiments or gathers information. Records findings in tables, charts or diagrams. -Uses prior knowledge and gathered information to make simple inferences. -Describes how an organism's features and surroundings help it survive. -Explains the purpose of specific features for various groups of organisms. -Identifies materials that are solid, liquid and gaseous. Identifies matter in its various states. -Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets. -Explains the basic properties of the Sun, Moon and Earth. Describes the role of the sun on weather and day/night patterns. -Explains why organisms within a familiar ecosystem are interdependent. Explains how people benefit from or endanger their surrounding ecosystem.</p>
---	---	---

St Johns C of E Primary
EYFS Assessment guidance document

People Culture and Communities

- Use taught vocabulary e.g linked to topics.
- Children can talk about where they are, the place they are in i.e. the classroom / hall / field. They can connect this to other known places in the school.
- Talk about the school environment and people who work here.
- Know that their classroom is a place in school, and that the school is part of XXX town/environment.
- Build this sense of place (through stories) to people who live in our country.
- Identifies what is represented on a map. Draws pictures of current location.
- Talk about similarities and differences between me and other people. Can do the same when referring to learning from books read.
- Experiments with simple technology to solve problems or accomplish tasks.
- Know who to go to if something worries them online

Past and Present

- Use taught vocabulary e.g linked to topics.
- Uses language of time to describe familiar sequences of events.
- To talk about things in the past, present and future that are personal to them (self and family).
- Talk about similarities and differences in school and through books read.
- Use time vocabulary to talk about now, past, future.
- Retell a time in the past from a story.
- Talk about the differences between now and then (a given point in time.)

People Culture and Communities

- Use taught vocabulary e.g linked to topics.
- Talk about what is beyond the school in the immediate environment and people who live there.
- Recreate a map of something s/he cannot immediately see.
- Extend this (through stories) to people who live beyond our country.
- Talk about similarities and differences between me and other people (communities) in detail. Can do the same when referring to learning from books read.
- Say how to can keep themselves safe online e.g. don't speak to strangers, don't use my name.
- Uses familiar tools and technology to produce a desired result or solve a specific problem.

Past and Present

- Use taught vocabulary e.g linked to topics.
- To talk about things in the past, present and future which are related to the learning: an event at school and an event in the local community.
- Retell historical past events or stories.
- Use time vocabulary to talk about now, past, future.
- Talk about the differences between now and then (a given point in time.)
- Build on knowing that when their parents/grandparents were children this was in the past. Link this to school-specific content.

People Culture and Communities

- Use taught vocabulary e.g linked to topics.
- Talk about what is beyond the school and immediate environment and people who live there. Local town / local sights.
- Locates familiar places on maps. Uses cardinal directions to follow and give directions.
- Can talk about (through a variety of stories) people who live beyond our country.
- Talk about similarities and differences between me and other people (communities) in detail. Can do the same when referring to learning from books read.
- Understands that people get together (a community) for different reasons, religious / cultural / interests. Relate this to them and their family as part of the local community.
- Say how to can keep themselves safe online e.g. don't speak to strangers, don't use my name.
- Uses familiar tools and technology to produce a desired result or solve a specific problem.

Past and Present

- Use taught vocabulary e.g linked to topics.
- To talk about things in the past, present and future which are related to the learning: an event at school, an event in the local community and society.
- Retell historical past events or stories using time language and past tense grammar.
- Independently use time vocabulary to talk about now, past, future.
- Talk about the differences between now and then, and the future (given a point in time.)

St Johns C of E Primary
EYFS Assessment guidance document

<p>-Know that when their parents were children this was in the past. Begin to understand that when their grandparents were children, this was even longer ago.</p> <p>-Talk about the past through stories linked with the school's unit/topic.</p>	<p>-Talk about the past through stories linked with the school's unit/topic.</p>	<p>-Build on knowing that when their parents/grandparents were children this was in the past. Link this to school-specific content encountered in the spring term.</p> <p>-Talk about the past through stories linked with the school's unit/topic.</p> <p><u>ELG: The Natural World</u></p> <ul style="list-style-type: none">- 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. <p><u>ELG: People Culture and Communities</u></p> <ul style="list-style-type: none">- 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. <p><u>ELG: Past and Present</u></p> <ul style="list-style-type: none">- Talk about the lives of the people around them and their roles in society.
---	--	---

St Johns C of E Primary
EYFS Assessment guidance document

		<ul style="list-style-type: none"> - 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;
--	--	--

Expressive Arts and Design

Check children can...

<p><u>On entry - September</u></p> <ul style="list-style-type: none"> -Shows interest / response to music. -Takes part in simple pretend play. -Knows some nursery rhymes. <p style="color: red;"> Creating with materials: 3-4yr old checkpoints from Development Matters 2021 & Being imaginative and expressive: 3-4yr old checkpoints from Development Matters 2021 see - LINK </p> <p><u>December</u></p> <p><u>Creating with materials – art and DT</u></p> <ul style="list-style-type: none"> -Use tools to draw, be creative with. -Uses vocabulary to talk about process and outcomes. -Name and use primary colours. -Uses artistic tools and media to create intentional designs or images. -Plans and seeks out materials to make a creation. -Explains how it was made and its purpose. -Assigns roles and plays out unscripted scenes in dramatic play. -Uses a combination of real and imaginary props or characters to play out a scene. 	<p><u>March</u></p> <p><u>Creating with materials – art & DT</u></p> <ul style="list-style-type: none"> -Uses tools safely and with growing confidence to draw, be creative with. -Uses vocabulary to talk about process and outcomes. -Use a variety of colours in depicting meaning. -Demonstrates a variety of techniques using a given tool or medium. -Creates arts to represent an idea or object. -Explains with some detail how it was made and its purpose. -With cues, performs a simple preplanned drama. -Creates a setting, characters and events to tell a story. <p><u>Being Imaginative and Expressive</u></p>	<p><u>June</u></p> <p><u>Creating with materials – art & DT</u></p> <ul style="list-style-type: none"> -Uses tools safely and effectively to draw, be creative with. -Uses vocabulary to talk about process and outcomes. -Mix colours to create a new colour. -Uses various tools and techniques to achieve desired artistic results. -Creates art to express ideas, thoughts and feelings. -Explains with detail how it was made and its purpose. -Describes how a character may feel in a given situation, then integrates that emotion into performance. -Plans a story and seeks out props to enhance a role or highlight details.
---	---	---

St Johns C of E Primary
EYFS Assessment guidance document

<p><u>Being Imaginative and Expressive</u> -Retell simple stories, re-enact parts from a familiar story and changes aspects with others (peers/adults). -Use taught vocabulary e.g linked to topics.</p> <p>Music -Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. -Uses voice or instruments to express feelings or to mimic sound effects. -Can respond to music with body movements. -Can sing some taught nursery rhymes/songs. -Can sing as part of a group.</p> <p>Dance -Follows a leader to perform a simple movement pattern. -Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p>	<p>-Retell simple stories, re-enact familiar stories/narratives and adapt parts with others (peers/adults). -Use taught vocabulary e.g linked to topics.</p> <p>Music -Creates simple rhythm patterns. Controls pitch when singing a familiar song. -Communicates ideas by creating rhythm and/or melody. -Can begin to move to a simple beat in music. -Can sing and recall a variety taught nursery rhymes/songs. -Can sing to an audience.</p> <p>Dance -Recalls a simple movement pattern and performs it individually or in a group. -Expresses ideas, feelings and stories through creative movement. - Sings a variety of familiar songs and rhymes.</p>	<p><u>Being Imaginative and Expressive</u> -Retell simple stories, re-enact familiar stories/narratives and invent parts with others (peers/adults). -Use taught vocabulary e.g linked to topics.</p> <p>Music -Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range. -Interprets and compares many types of music. -Can move to a simple beat and/or rhythm in music. -Can sing and recall a variety taught nursery rhymes, and songs with intonation. -Can sing and perform to an audience.</p> <p>Dance -Recalls and dances a sequence of 2-3 movement patterns. Identifies the beginning, middle and end of a dance. -Coordinates movements of self and others to create a cohesive dance or idea.</p> <p><u>ELG: Creating with materials</u> - 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.</p>
---	--	---

St Johns C of E Primary
EYFS Assessment guidance document

		<p>- Make use of props and materials when role playing characters in narratives and stories. (In C&L, Lit curricular).</p> <p><u>ELG: Being Imaginative and Expressive</u></p> <p>-Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>-Sing a range of well-known nursery rhymes and songs.</p> <p>-Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.</p>
--	--	---