



EYFS UNIT SUMMARY GOALS: PROGRESSION FROM F1 – F2

Jacksdale Primary & Nursery School EYFS Unit

The summary goals outlined in this progression document drive the curriculum plan to enable all pupils to make progress as they move through their early years experience in our school. These summary goals are also aligned to be used as our formative and summative assessment objectives: any pupil who is not on track can be easily identified and support implemented at the earliest stage.

FOUNDATION STAGE SUMMARY GOALS – PROGRESSION FROM F1 – F2

	F1 (Nursery)						F2 (Reception)					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	PSED – Self Regulation	Knowing what is expected in school in very simple terms for example where we put our coat, we sit down when we eat, we listen to stories together.	Asserting themselves as an individual person with likes and dislikes.	Finds what they want to play with and stays with the activity for longer periods of time. Starts to show a preference.	More aware of the choices around them and the other children around them and starting to interact.	Starts to be more confident to play with others and notices when other children are happy and sad.	Starting to show responsibility for their own feelings and their own play.	Begins to develop confidence and cooperation.	Increasing ability to share, recognise emotions of self and show good manners.	Beginning to find ways to resolve conflicts. Cooperates increasingly with routines.	Starts to consider the feelings of others.	Begins to understand how others might be feeling- to show empathy.
PSED – Managing Self	Finding comfort in the familiar. Knowing what comforts them and how to soothe themselves when necessary.	Aware that things don't always go their way and when they are upset an adult will help them.	Start to comply with the boundaries of school knowing there are rules.	Be more confident in the school setting being less upset or nervous with unfamiliar people or events.	More aware of others around them and the need to take account of others around them.	Able to manage a task seeing it through from beginning to end.	Begins to develop confidence with children and sustained interest in play. Manages coat, toilet with help, and cutlery.	Builds own confidence with adults. Responds increasingly well to positive and negative experiences. Manages jumper and toilet independently.	Develops confidence in new situations. Understands classroom expectations.	Developing a positive self-image. Increased understanding of behaviour expectations and why the expectations exist.	Increased confidence and resilience and this can include supporting peers.	Early Learning Goal.

FOUNDATION STAGE SUMMARY GOALS – PROGRESSION FROM F1 – F2

	F1 (Nursery)						F2 (Reception)					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	PSED – Building Relationships	Forms an attachment with an adult in the setting.	Will play alongside other children.	Starts to 'dip' into others play.	Is more aware of others in the setting and starts to interact during play.	Is interested in other children's play and may start to observe with interest and join in the game.	Joins in with others play.	Shows friendly behaviour, contributing to increasingly positive play and relationships. Beginning to respond to adults well.	Initiates play, recognises some emotions better and follows instructions.	Can identify when they require support or help. Can start to play in a group more effectively.	Increasingly able to share, take turns and respond positively to other children.	Starts to understand the needs of other children and their own feelings.
PD – Gross Motor Skills	Showing some control over their body.	Showing some control over their choice of tools.	Showing increasing development of control over more tricky tools for example a flag, a spade.	Starting to control the body to work with others.	Good control in large movements like changing direction when running.	Beginning to control smaller tools.	Shows an increasing awareness of what their own body can do. Engages with physical play.	Becoming increasingly aware of the space around them and what they can do in the space.	Refining the way they move in the space around them.	More confident and proficient in their movements and in using objects and equipment.	Early learning goal.	Early Learning Goal.

FOUNDATION STAGE SUMMARY GOALS – PROGRESSION FROM F1 – F2

	F1 (Nursery)						F2 (Reception)					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	PD – Fine Motor Skills	Will use a range of tools and equipment.	Will use a range of tools and equipment with some control.	Starts to recognise the changes they can make using tools and equipment.	Show more fine motor control with tools.	Show finer control with smaller tools whilst still needing some help with tricky things like buttons.	Be more in control of the tools being used for example can make some more controlled marks with crayons and pencils.	Begins to make marks and shapes using simple equipment.	Uses a wider range of equipment to make more refined shapes and marks, models, and construction.	Adds more detail to shapes and objects created as control increases.	Shows increased control to use a range of tools to create more complex shapes, objects, and writing.	Early learning goal.
CAL – Listening, Attention and Understanding	Starting to listen to adults around them and will respond to very simple requests, usually on their own terms.	More likely to listen to a respond to a simple request or instruction. Starting to understand more of the 'F1 specific' vocabulary.	Will respond to simple questions and attempt to answer by speaking, pointing, or gesturing.	Can listen for a longer period but will need prompting to maintain focus. Will use characters in their play but not necessarily the features of the characters or the events from a story.	Is starting to use some new vocabulary and join in with songs, stories, and rhymes.	Can remember the main events in a story and will follow a single instruction with little support.	Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory).	Demonstrates good listening through increased interaction.	Showing an understanding of a broader vocabulary.	Initiates interactions and shows an understanding of more complex questions.	Begins to express own opinions and justify them.	Early Learning Goal.

FOUNDATION STAGE SUMMARY GOALS – PROGRESSION FROM F1 – F2

	F1 (Nursery)						F2 (Reception)					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	CAL – Speaking	Children are starting to communicate through words and gestures.	Children are starting to communicate through words and gestures.	Children are starting to engage in longer dialogues.	Children are starting to engage in longer dialogues.	Children are more confident when using fantasy language in play.	Children are more confident when using fantasy language in play.	Begins to show the physical attributes of a good speaker, for example, face the person they are communicating with etc.	Starts to interact with more confidence.	Starts to use more appropriate structure, and vocabulary.	Uses more complex vocabulary.	Begins to articulate their own thoughts and ideas. Uses talk for a range of purposes.
Literacy (L) – Comprehension	Likes to read a book with an adult.	Will talk about the pictures and what is happening.	Knows where to find the story on the page.	Can identify some signage in the classroom.	Can talk about the characters in a story.	Can talk about the story events in simple terms.	Shows an interest in reading often choosing a book to look at themselves or with friends.	Listens to a story and can give simple details about the story. Starts to use some of the events in their own play.	Can answer questions about the content of a book and shows an interest in reading by themselves.	Shows a preference for a book, story type, genre, author. Chooses to read to friends. Like to join in with reading in class.	Can answer more complex questions about books and stories.	Early Learning Goal.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Literacy (L) – Writing	Mark making and drawing with a range of tools and equipment.	Can say what their marks mean.	Shows consideration when mark making. Starts to take their time changing their tool as the marks progress.	Can copy with increasing control.	Starting to make shapes that are recognisable as pre letter shapes. Can start to write name as a shape.	Will write their name and identify their name.	Children have the confidence to mark make using their physical skills to increase control over tools and equipment. They mark make as part of their play.	Children mark make consistently as part of their play and can talk about the meaning of their marks.	Sentence structure is starting to be evident. Some phonic awareness is evident. Children are good at oral rehearsal.	Can compose a sentence well with some sentence structure more consistently used. Phonic awareness is more evident. Physical control is evident.	Writes recognisable letters and words and reads back what has been written.
Maths (M) – Number	Points in sequence to several objects.	Starts to use some number names and starts to ascribe names to objects in a rhythmical way.	Can identify 1 and 2 objects when asked.	Subitize and count to 3.	Count to 5 starting to understand cardinal principle.	Uses number in play. Can identify numerals to 5.	Count objects and select the numeral card (1-5).	Use five frames and talk about the significance of the formation. Count the total number of objects in 2 groups.	Subitize to five. Count on without starting at 1.	Use ten frames and talk about the arrangements. Start to estimate.	Order, identify, subitize, combine and manipulate numbers to ten.	Early Learning Goal.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Maths (M) – Numerical Patterns	Counts rhythmically and can count in songs and rhymes.	Starts to use number comparison language.	Enjoys counting as far as they can and uses numbers in their play.	Can say what number comes next when counting and singing number songs.	Can use more than to identify different groups.	Can identify when two groups have the same number.	Uses the language of counting confidently and as part of play.	Starts to understand one more and one less.	Identifies pattern in the number system for example finding all the numbers that include 5 on a 100 square, exploring odds and evens and doubles.	Can use more, fewer, less when talking about numbers and quantities.	Knows 1 more/ less than.
Maths (M) – Shape, Space and Measure	Can build using different equipment of different sizes and shapes.	Can talk about their models and what they used to build their models identifying different bricks and colours, for example.	Can sort using simple criteria.	Starts to identify simple patterns.	Can make simple comparisons.	Starts to use simple shape names.	Identify simple 2D shapes in the environment.	Know that the world is made of 2D and 3D shapes. Recognises 2D shapes and their properties.	Know some units of measure.	Uses language of time when talking about the day and events in their life. Recognises some 3D shapes.	Recognise mathematical features of some shapes. Starts to explore problems including shape.	Problem solves using what they know about measure.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Understanding the world (UW) - Past and Present	Children start to be curious about the people around them. They show interest in characters in stories and people in school.	Children start to be curious about the people around them. They show interest in characters in stories and people in school.	Children show an interest in the people in their family and can tell us some simple facts about their family. They recognise some families have similar features.	Children show an interest in the people in their family and can tell us some simple facts about their family. They recognise some families have similar features.	Children start to use simple language about the passage of time. They comment on photographs and images and can talk about similarities and differences in simple terms.	Children start to use simple language about the passage of time. They comment on photographs and images and can talk about similarities and differences in simple terms.	Can talk about their own family and the people around them describing features about them.	Starts to talk about the passage of time and understands significant events in their own timeline.	Starts to understand events outside their own timeline. Understands 'different'.	Talks about events of personal significance. Starts to understand 'similarity.'	Sequences events using time specific vocabulary.
Understanding the world (UW) – People, Culture and Communities	Children are interested in very simple similarities and differences between people and places.	Children are interested in very simple similarities and differences between people and places.	Children start to know there are other countries in the world.	Children start to know there are other countries in the world.	Children recognise simple features like tree, river, beach and also places that might be significant to people like church, temple etc.	Children recognise simple features like tree, river, beach and also places that might be significant to people like church, temple etc.	Knows features of their own environment.	Knows some features of a different environment and what makes it different.	Knows there are locations beyond their own and that these are represented in different ways.	Knows that there are different and significant celebrations.	Identifies some features of personal significance and some features that others find significant.	Early Learning Goal.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Understanding the world (UW) – The Natural World	Children start to explore the environment around them.	Children start to explore the environment around them.	Children start to notice when things have changes with support from an adult.	Children start to notice when things have changes with support from an adult.	Children start to understand they can influence their environment and make changes to the space around them.	Children start to understand they can influence their environment and make changes to the space around them.	Uses what they know and what they like to be musical and to create role play. Begins to show an understanding and enjoyment of music and arts.	Starts to talk about changes like the weather.	Starts to show curiosity and wonder when involved in investigations.	Shows some understanding of difference.	Starts to talk about the passage of time in relation to changes.
Expressive Arts (EAD) – Being Imaginative and Expressive	Sings and makes sounds rhythmically. Enjoys making sounds with musical instruments and moving to music.	Sings and makes sounds rhythmically. Enjoys making sounds with musical instruments and moving to music.	Imaginatively plays with small world and in the role play developing ideas and scenarios. Likes listening to music and responds to songs and music.	Imaginatively plays with small world and in the role play developing ideas and scenarios. Likes listening to music and responds to songs and music.	Shows a preference for types and methods of expression and shows more control when expressing themselves.	Shows a preference for types and methods of expression and shows more control when expressing themselves.	Uses what they know and what they like to be musical and to create role play. Begins to show an understanding and enjoyment of music and arts.	Uses what they know and what they like to be musical and to create role play. Begins to show an understanding and enjoyment of music and arts.	Devises their own role play with greater sophistication. Music becomes more melodic and meaningful. They can talk about music, what is sounds like and what it makes them think of.	Devises their own role play with greater sophistication. Music becomes more melodic and meaningful. They can talk about music, what is sounds like and what it makes them think of.	Early Learning Goal.	Early Learning Goal.

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	Expressive Arts (EAD) – Creating with Materials	Shows an interest in making marks and controlling the tools and equipment needed to manipulate marks on the paper.	Shows an interest in making marks and controlling the tools and equipment needed to manipulate marks on the paper.	Experimentation of marks and mark making using colour, texture and senses.	Experimentation of marks and mark making using colour, texture and senses.	More deliberate use of materials and colour with more deliberate exploration of colour and changes.	More deliberate use of materials and colour with more deliberate exploration of colour and changes.	Beginning to understand colour, shape, and space. Knows how to put things together in a basic way.	Beginning to understand colour, shape, and space. Knows how to put things together in a basic way.	Children's creations are more clearly representational, and outcomes have a more easily identifiable purpose.	Children's creations are more clearly representational, and outcomes have a more easily identifiable purpose.	Early Learning Goal.