EYFS prioritisation document – journey to Early Learning Goals

	Physical, Social, Emotional Development	Communication and language	Physical development	Literacy	Maths	Understanding the world	Expressive arts and designs
1	I can recognise and talk about feelings (happy, sad, angry) I can choose what I need to complete a goal. I can focus during short whole-class activities and follow simple instructions. I can manage transition to Reception I can show an awareness of the class rules and how to behave in the classroom. I can toilet and wash hands independently. I understand the importance of oral hygiene. I can play with one or more children, sharing ideas I can seek support from adults and gain confidence to speak to peers and adults. I can say how I am feeling.	I can understand how to listen carefully and know why it is important. I can follow one or two-step instructions. I can talk to others and begin to take turns to speak. I can use talk to share what I think, answering who, what, where, when questions. I can use sentences of 4-6 words.	I can move safely in a space. I can develop movement using bikes, scooters etc. I can work with others to manage large items. I can begin to use tripod grip when using mark making tools. I can use cutlery appropriately. I can show a preference for a dominant hand. I can use scissors to cut straight lines.	I can independently look at a book, holding it the correct way and turning pages. I can talk about the stories I have heard. I can join in with familiar rhymes, songs and repeated refrains. I can hear and say initial sounds for words. I can say the sound for some phase 2 graphemes. I can give meanings to the marks I make. I can begin to orally segment to spell. I can write some initial sounds using correct letter formation. I can write my name.	Have a deep understanding of numbers 1 – 3. Subitise up to 3 Count objects, actions and sounds up to 5 Show 5 using concrete resources I can rote count reliably to 5. I can start to compare quantities – equal and unequal - using non-standard mathematical vocabulary – bigger / smaller / same. I can copy and continue patterns. I can use the correct names for 2D shapes- circle, triangle, square, rectangle.	I can name people in my own family and talk about them. I can talk about the different jobs people do. I can talk about myself and some of the ways that I have changed. I can explore features of my local area. I can be accepting of people's differences and understand that we are all unique. I can understand that there are different countries in the world. I know about people who help us within the local community. I can explore and talk about the natural environment around them. I can explore the changes in the local environment during autumn. I can begin to explore changing state of matter through mixing paint and adding water to flour to make playdough.	I can explore art materials and experiment with mixing primary colours to make secondary colours. I know how to join materials using tape and glue in junk modelling. I can begin to develop my own ideas in art and talk about them with adult support. I can start to develop my own stories linked to what I know through role play and small world I can use my imagination in play. Join in with songs and rhymes. I can start to match the pitch and melody of others.
2	I can talk about a wider range of feelings and identify how I am feeling. I can keep trying when things are difficult I can follow two-part instructions. I have the confidence to try	I can begin to understand how and why questions. I can demonstrate good listening behaviours. I can follow one or two-step instructions reliably.	I can explore different ways to travel using equipment. I can negotiate obstacles climbing over, under, going through. I can show good pencil control when mark-making and drawing.	I enjoy an increasing range of books. I can start to recall key events and facts in stories and non-fiction. I can listen carefully to stories, rhymes, non-fiction and songs. I can match the phase 2 sound to the grapheme (GPC).	Have a deep understanding of numbers 1 –-5. Subitise up to 5 Composition and understanding of numbers to 5 Accurately count concrete objects up to 5 Matching numeral to	I can talk about past and present events in their lives – birthdays and other celebrations I can talk about what I can see in pictures of the past and how it is the same or different to now. I understand the terms 'same' and 'different'. I	I can use different tools for art and D&T – playdough tools, paintbrushes. I can manipulate malleable materials to make a ball and sausage shape. I can select appropriate tools and materials to create with.

	something new. I can develop the skills needed to manage the school day (routines etc.). I can understand the need to have rules in the school and classroom. I can develop independence when dressing and undressing. I can understand the importance of exercise. I am beginning to develop friendships and play with a small group. I have formed good relationships with the class teacher and familiar adults in the class. I can identify and express my feelings and communicate basic needs.	I can engage in story times and join in with familiar songs and rhymes. I can share my ideas with familiar adults and children. I can use speech as a way to express myself. I can listen to and talk about stories, rhymes and non-fiction. I can use short sentences to explain how I feel.	I can begin to use one-handed equipment carefully and effectively (cutting, chopping) I can use scissors to cut curved lines.	I can segment and blend sounds together to read CVC words I can orally segment and blend to read CVC words. I can say the phase 2 CEW I can form some lower-case letters correctly. I can identify known letters and match to phase 2 / 3 sounds. I can say a simple sentence for writing. I can write labels using CVC words	quantity to 5 I can rote count reliably to 10 I can compare concrete resources using mathematical language – more than / fewer than. I can find one more than / one less than using concrete resources. I can continue and create simple AB patterns I can name the properties of 2D shapes. I can use positional language	can describe what I can see, hear and feel outside. I can talk about the area I live in – weather I can begin to explore forces – push / pull and begin to talk about materials. I can talk about changes linked to cooking, mud play etc.	I can tell others about my creation and signal key parts. I am beginning to recreate familiar stories with adult support through role play and small world. I can recount and retell familiar stories with my friends in small world and role play. I can remember some songs and sing them with others when supported by an adult. I can listen to and respond to sounds and experiment with different instruments and their sounds.
3	I can consider and recognise others' feelings. I can focus during longer whole-class lessons. I can begin to show resilience and perseverance in the face of a challenge. I can follow the school and class rules. I can understand the importance of sleep. I can use taught strategies to support turn taking.	I can respond to what I have heard and find out more by asking questions. I can wait and take turns on conversations. I can share my ideas with a small group and familiar adults. I can talk in sentences using conjunctions e.g. and, because. I can use the present tense	I can control a ball in different ways – throwing, kicking. I can balance on a variety of equipment and climb I can accurately draw lines, circles and shapes to draw pictures. I can handle scissors, pencil and glue effectively. I can use scissors to cut complex lines and shapes.	I can talk about the characters in books I am reading. I can start to retell key events in stories. I can talk about what has happened so far in a story and begin to predict what might happen next. I can recognise taught phase 3 digraphs in words. CVC Segment and blend to read words. I can read captions and sentences containing	Have a deep understanding of numbers 1 – 7. Develop knowledge of numbers 5-10. I can start to show how numbers can be made of parts. Understand equal and unequal, connect equal to doubles Matching numeral to quantity to 10 I can rote count reliably to 20, knowing the teen numbers.	I can talk about the changes that have happened to me throughout my life. I can talk about my family and members of the local community and their roles. I can use stories and pictures to talk about differences in life in other countries. I can draw information from a simple map. I can make observations of the world around me using my senses.	I can use scissors and one-handed tools safely and more accurately. I can explore different techniques for cutting and joining materials. I can combine different techniques to create art – collage, paint, and crayon. I can talk about my artwork or design and the materials that I have chosen. I can use props and materials to retell stories and create imaginary

	I can show friendly behaviour in the classroom.			CEW words. I can write labels with CEW words using nostly correctly formed letters I can segment to spell, representing each sound with a letter/letters. I can understand the importance of, and use finger spaces.	I can compare quantities – more than/fewer than/equal. I can create my own patterns I can compare lengths, weights and capacities	I can talk about and describe features of my own environments using photographs and real experience. I can explore changes in matter – freezing, melting	scenarios linked to what I know. I can role-play imaginary scenarios linked to experiences and what I have heard / read in stories and non-fiction texts. I can create narratives based around stories.
4	I can identify and moderate my own feelings socially and emotionally. I can recognise what I am good at and what I would like to improve I can keep on trying even when things are difficult. I can find solutions without adult input. I can talk about what is right and wrong I can understand the importance of online safety. I can listen to the ideas of other children and agree on a solution and compromise to resolve conflict using words. I have developed friendships with lots of different people. I can recognise how others are feeling and respond accordingly.	I can retell a story and follow a story with pictures or props. I can respond to what I have heard by explaining my thoughts and saying what I think I can explain events that have already happened in detail using the past tense, including some irregular past tense verbs. I can engage in stories, rhymes and non-fiction books and use new vocabulary in different contexts.	I can jump and land safely from a height. I can catch a ball, and pass to another by kicking with accuracy. I can sit at a table using the correct posture to write. I can use a wide range of tools correctly.	I can retell key events from stories I have read and describe them in detail. I can recall facts from a non-fiction book. I can act out stories using recently introduced vocabulary. I can predict what might happen next, linked to other similar stories. I can read simple sentences containing phase 2 words and CEW I can read simple sentences containing phase 3 words and CEW I can write all lower-case and some upper-case letters correctly. I can begin to write a simple sentence. I can understand the importance of, and use capital letters.	Have a deep understanding of numbers 1 – 10 Combine two numbers – part/whole Identify missing parts for numbers within 5 Count, order, recognise and use numbers (matching numeral and quantity) to 10 and beyond I can begin to count beyond 20. I can add and subtract using number sentences. Understand and explore the difference between odd and even numbers according to their 'shape' linked to sharing. I can spot errors in a pattern I can use the correct names for 3D shapes	Talk about the lives of people around them and changes that have happened within their lifetime. I can talk about the past and discuss what I have heard or seen in books, artefacts and pictures I can explore and talk about the world around me using what I know from stories / non-fiction texts. I can start to talk about the differences in the lives of people in other countries. I can talk about and describe my own and other environments. Make observations about animals and plants discussing similarities and differences using photographs and real experience. I can talk about the weather linked to seasonal change.	I can explore the use of different tools and materials to make art. I can talk about my artwork and explain and justify the choice of materials and techniques. I can manipulate malleable materials to create a 3D sculpture of an object that I can see. I can make props and costumes for different role play scenarios. I can adapt familiar stories and narratives and small world / role play them with others. I can sing well-known songs in a group or alone and match the pitch and melody. I can begin to move in time to the music.
5	I can control my emotions using a range of techniques. I can demonstrate independence.	I can understand and ask a question such as who, what, where, when, why and how. I can use talk to	I can travel around obstacles safely with confidence and imagination (running, skipping,	I can retell a story using vocabulary influenced by the book I am reading.	I can revise number bonds to 5. Recall and use number bonds to 5. Find one more and	I know about the past through settings, characters in books that I have read.	I can explore and use a variety of artistic effects to express my ideas and feelings.

	I can dress independently. I can manage my own basic needs independently. I can work as a group with others. I can play with others and take turns and share without adult prompt.	organise, sequence and clarify thinking, ideas, feelings and events. I can use new vocabulary from stories, rhymes and non-fiction in speech, I can use past, present and future tenses correctly.	hopping, jumping, climbing), communicating ideas through movement. I can hold scissors correctly and cut accurately.	I can describe events and characters in a story in detail. I can read some phase 4 words. I can read simple sentences with some phase 4 blends in. I can write a simple caption, using words which are spelt phonetically. I can re-read what I have written. I can understand the importance of, and use full stops.	one less (with and then without concrete resources) I can count to 30 reliably. I can identify odds and evens with and with concrete and pictorial resources I can share quantities equally, understanding that two equal groups represent halves. I can say a number than is one more/ less than with and without resources. I can name properties of 3D shapes	I can explore pictures, stories and artefacts and explain how things are different now / then I can describe changes in the immediate environment and the wider world in detail based on what I have seen / heard / read in texts. I know that people in other countries may speak different languages. I can make observations about plants and insects discussing similarities and differences. I can talk about some of the changes in the wider world linked to climate change.	I can explore colour mixing to make tertiary colours. I can use a wide range of joining techniques to join materials in 3 D modelling. I can make and use props and when I am role-playing familiar stories and scenarios. I can use what I know and have read to help create my own stories. I can sing well known songs and nursery rhymes. I can listen carefully to music and move in time with it. I can play an instrument following a musical pattern.
6	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. 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. Set and work towards simple goals, being able to wait for what I want and control their immediate impulses when appropriate. Be confident to try new activities and show	Listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what I have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 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,	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. 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.	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. Say a sound for each letter in the alphabet and at least 10 digraphs;	Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the	Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between	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 I have used; Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when

	independence, resilience and perseverance in the face of challenge. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Explain the reasons for rules, know right from wrong and try to behave accordingly; 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.	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.		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. 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.	pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	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. 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.	appropriate – try to move in time with music.
Y1 T1	**Developing independence of the Early Learning Goals with a focus on getting ready for year 1**						
	Developing independence of learning tasks Forming positive relationships to adults and friendships with peers Give focused attention for a sustained period of time – 15 minutes	Follow the EPA oracy curriculum for Y1 focusing on: - Use of full sentences - Correct use of tense - Expanding vocabulary - Expressing ideas and feelings		Recapping and blending of phase 4 sounds Use finger spaces Use story language in retelling Form lower and upper case letters correctly Show some awareness in their writing of full stops and capital letters	Confident with manipulating numbers to 10 including number facts and number bonds Reliably count forwards and backwards to 30	See Y1 curriculum map overview	

		- Use of conjunctions		Confidently spell using phase 3 and 4 graphemes and phonemes Write captions, labels and simple sentences Read their own writing aloud.		