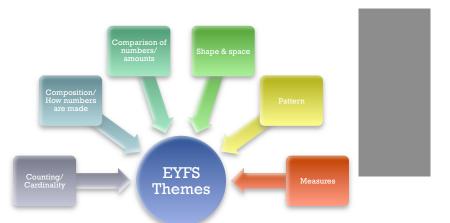


EYFS Math's intent/ progression

1<sup>st</sup> Securing the counting principles





# **Autumn Progression**



# **Spring Progression**

| Addition & Subtraction                            |  |  |
|---------------------------------------------------|--|--|
| Number bonds to 5                                 |  |  |
|                                                   |  |  |
| Place Value                                       |  |  |
| Comparing groups up to 10                         |  |  |
| 7                                                 |  |  |
| Addition & Subtraction                            |  |  |
| Number bonds to 10, 10 frame/<br>part-whole model |  |  |
|                                                   |  |  |
| Geometry                                          |  |  |
| Spatial awareness                                 |  |  |
|                                                   |  |  |

# **Summer Progression**

| Geometry                   |                              |
|----------------------------|------------------------------|
| Exploring simple pattern   | Complex pattern              |
|                            |                              |
| Addition &                 | Subtraction                  |
| Adding by counting on      | Taking away by counting back |
|                            |                              |
| Number &                   | Place Value                  |
| Master                     | ry to 20                     |
|                            |                              |
| Multiplication             | on & Division                |
| Doubles, halving & sharing | Odd & Even                   |
|                            | 7                            |
| Measu                      | rement                       |
| Length, Height, Distance   | Weight & Capacity            |

+ Communication & language skills + personal, soci

+ Exploring & using media & materials

+ Physical evelopment + Knowledge & understanding of the world

+ Literacy



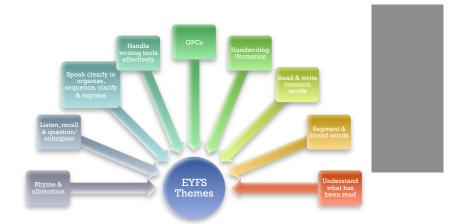
EYFS Literacy intent/ progression

Pencil grip



2 Digital Grasp 3 Modified Tripod Grasp

4 Tripod Grasp



# **Phonics**

Speaking & Listening Skills

Sound discrimination Rhythm & Alliteration oral blending segmenting segmenting

GPCs

Letter sounds & Rapid recall/ names alphabetical order

Segmenting & blending

Single letters Di

Set 1,2 & 3 letter sets

(RWI)

Digraphs

Trigraphs

High frequency words

Rapid recall of Red Words (RWI) TWs

Application

Segmenting to write & reading to blend Writing phonetically plausible words/ sentences

Spell TWs

# Vocabulary/Oral language

#### Speech & language

Receptive language skills – understand information Expressive language skills – put thoughts into words/sentences

# Listening & understanding

Attention Interpreting individual Having ideas & words, then in tone of voice connected respond speech

### Communication

Deciding how to respond/ conversations what to say be a king turns be a clearly & stoothy (less stops/starts)

## Vocabulary

Recall of AR Understanding Discuss number of AR number of unfamiliar words Use new vocabulary

# Reading & Comprehension

#### Pre-reader

Handling interest in print & Recognizing print in the print we pictures

Showing Recognizing print in the environment range of books

## Emerging reader

Knowing print Using forms of carries meaning Using forms of speech from books Recalls basic info

# Expected/novice reader

Talks about what they/others have read read simple sentences – Ditty stories RWI Applying phonic knowledge

## Exceeding EYFS reader

Reads words of more Reads many reading skills to than one syllable irregular but HFWs understand unfamiliar vocab

# Writing

# ••----

Physical Development

Gross motor skills Fine motor skills

### Mark Making

Within the environment using different materials Tracing over a model Copying under/over a model

#### Early Writer/Basic Skills

Forming letters Representing sounds correctly Writing words

#### Expected EYFS Writer

Write/spell irregular common words Which can read back

Labels, Exceeding EYFS reader

Labels, messages, captions, more than one may irregular features of sentences, syllable words narrative

