



Audley Infant School

Steps to Success

EYFS - Reception



Steps to Success Reception

Early Learning Goal for Personal, Social and Emotional –		
Intent- Skills and knowledge		
Show an understanding of own feelings and those of others.	Set and work towards simple goals	Give focused attention to what the teacher says and respond appropriately
<ul style="list-style-type: none"> ▪ I like to be praised for what I have done. ▪ I am aware of when I am happy, sad, cross, and worried. ▪ I have an understanding of why I am happy and sad and can explain this to others. ▪ I am aware and considerate of others feelings. 	<ul style="list-style-type: none"> ▪ I can choose and use resources independently to achieve an outcome. ▪ I can complete a given task independently. ▪ I can complete a task with others. ▪ I can access resources independently. ▪ I can overcome challenges to achieve the end goal. 	<ul style="list-style-type: none"> ▪ I can respond to my name. ▪ I can look at the adult when they speak. ▪ I can listen carefully to the adult giving them eye contact. ▪ I can follow a simple instruction. ▪ I can stop and listen when my name is said during provision time. ▪ I can respond to group instructions appropriately.
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.
<ul style="list-style-type: none"> ▪ I can play on my own. ▪ I can play alongside others. ▪ I can play with 1/2 others children ▪ I can resolve conflict appropriately. ▪ I can keep play going and direct play. ▪ I listen to the opinion of others. ▪ I am confident to talk to other children in play situations. 	<ul style="list-style-type: none"> ▪ I can leave my carer with support ▪ I can leave my carer independently. ▪ I have trusting and healthy relationships with staff in my classroom. ▪ I can form attachments with 1 friend. ▪ I have a group of friends. 	<ul style="list-style-type: none"> ▪ I am aware of my own strengths and what makes me unique. ▪ I understand that other people may be different to me. ▪ I am aware of the likes and dislikes of others. ▪ I know how to help others and make them feel better.
Implementation – links to curriculum		
Autumn	Spring	Summer

Steps to Success Reception

Early Learning Goal for Communication and Language –		
Intent- Skills and knowledge		
Listen attentively and respond to what they hear	Make comments about what they have heard and ask questions to clarify their understanding	Hold conversations when engaged in back and forth exchanges with their teacher and peers
<ul style="list-style-type: none"> ▪ I can respond to my name. ▪ I can look at the adult when they speak. ▪ I can listen carefully to the adult giving them eye contact. ▪ I know that I need to be quiet to listen and respond appropriately. ▪ I can respond to verbal and non-verbal cues. ▪ I can follow a simple instruction. ▪ I can stop and listen when my name is said during provision time. ▪ I can respond to group instructions appropriately. 	<ul style="list-style-type: none"> ▪ I can understand ‘what’ questions ▪ I can understand ‘who’ questions ▪ I can use ‘how’ questions ▪ I can share my observations and learning with others. ▪ I learn and apply new vocabulary. ▪ I can make meaningful comments relevant to the subject. 	<ul style="list-style-type: none"> ▪ I can develop positive relationships with my teacher and my friends. ▪ I can respond appropriately to eye contact and gestures. ▪ I can listen and respond to someone speaking to me. ▪ I can respond to a question or a statement. ▪ I can participate in a 2-turn conversation. ▪ I can participate in a 5-turn conversation. ▪ I can initiate a conversation. ▪ I can ask questions appropriately. ▪ I can communicate freely with others independently through play.
Participate in small group, class and one-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 poem.	Express their ideas and feelings about their experiences using full sentences, including past, present and future tenses and making use of conjunctions.
<ul style="list-style-type: none"> • I can recall recently taught vocab and use in the correct context. • I can participate in a 1:1 discussion when prompted by an adult. • I can respond appropriately to an adult. • I can participate in a group discussion with support. • I can play an active role in group discussions using my ideas and new vocabulary. • I can play an active role in class discussions using relevant comments, questions, and linked vocabulary. • I can share my thoughts and ideas in a well-structured sentence. 	<ul style="list-style-type: none"> • I know, join in with and understand core texts, rhymes, and songs. • I can retell a simple past event in the correct order. • I can listen attentively and ask relevant questions. • I know how to respond to a why question correctly and can use them to find out more. • I can use story language and song within my play. • I can use vocabulary related to non-fiction independently within my play. • I can offer explanations for why thing might happen using a well -structured sentence. 	<ul style="list-style-type: none"> • I am aware of my own feelings and can share my thoughts. • I can share my ideas and feelings in simple sentences. • I can recall a past event in the correct order. • I can say what I am doing now. (present) • I can say what I am going to do. • I can replicate a modelled sentence using my own ideas. • I can join my thought and feelings together using a conjunction- and / but / because
Implementation – links to curriculum		
Autumn	Spring	Summer

Steps to Success Reception

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Early Learning Goal for Physical Development		
Intent- Skills and knowledge		
<p style="text-align: center; margin: 0;">Negotiate space and obstacles safety, with consideration for themselves and others</p> <ul style="list-style-type: none"> ▪ I am aware of my own body and personal space. ▪ I can control my movements to navigate spaces. ▪ I am aware of the direction that I am moving. ▪ I can move fluency with control and grace. 	<p style="text-align: center; margin: 0;">Demonstrate strength, balance and coordination when playing.</p> <ul style="list-style-type: none"> ▪ I can develop overall body strength eg- carry an object/ climb independently ▪ I can sit with stability ▪ I can get off the floor unaided. ▪ I can move heavy objects around the provision. ▪ I can balance along beam and use my body parts to aid me. ▪ I can climb steps independently. ▪ I can roll, throw and catch a big ball or a scarf. ▪ I can ride balance on a bike or scooter. 	<p style="text-align: center; margin: 0;">Move energetically, such as running, jumping, dancing, hopping skipping and climbing.</p> <ul style="list-style-type: none"> ▪ I can walk safely with control at different speeds. ▪ I can walk and negotiate space appropriately. ▪ I can run safely on 2 feet. ▪ I can jump and land on 2 feet. ▪ I can hop on dominant foot correctly. ▪ I can climb showing good coordination. ▪ I can skip effectively with coordination and control. ▪ I can move in different ways energetically.
<p style="text-align: center; margin: 0;">Hold a pencil effectively in preparation for fluent writing.</p> <ul style="list-style-type: none"> ▪ I can use large muscle movement to wave flags and streamers. ▪ I can paint and make marks. ▪ I can use the pincer to pick up small objects. ▪ I can make simple models using small pieces such as lego. ▪ I can use my finger muscles to mould modelling materials. ▪ I can make marks with a variety of marking tools. ▪ I use my dominant hand to make marks. ▪ I hold my pencil with control. 	<p style="text-align: center; margin: 0;">Use the tripod grip in almost all cases- begin to show accuracy and care when drawing.</p> <ul style="list-style-type: none"> ▪ I can hold my pencil with control. ▪ I can draw a circle and a line. ▪ I can draw an accurate picture, showing detail and taking care. ▪ I can form letters from my name. ▪ I can form letter with control. 	<p style="text-align: center; margin: 0;">Use a range of small tools, including scissors, paint brushes and cutlery.</p> <ul style="list-style-type: none"> ▪ I can show control in holding using jugs to pour. ▪ I can use a variety of sand tools for a purpose. ▪ I can snip paper, cut a line and then cut out a shape (using levelled scissors) with control. ▪ I can scoop with a spoon. ▪ I can hold a knife and fork correctly with some control and pressure.
Implementation – links to curriculum		
Autumn	Spring	Summer

Steps to Success Reception

Early Learning Goal for Literacy -		
Intent- Skills and knowledge		
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.
<ul style="list-style-type: none"> ▪ I can make a prediction about a story- What happens next ▪ I can sequence a story using beginning middle and end ▪ I can talk about a story using character, setting, problem and resolution. ▪ I can retell a familiar story/narrative using key vocabulary. 	<ul style="list-style-type: none"> ▪ I have an understanding of the structure of stories. ▪ I can predict what might happen next. 	<ul style="list-style-type: none"> ▪ I can recall recently taught vocab and use in the correct context. ▪ I can participate in a 1:1 discussion when prompted by an adult. ▪ I can respond appropriately to an adult. ▪ I can participate in a group discussion with support. ▪ I can play an active role in group discussions using my ideas and new vocabulary. ▪ I can play an active role in class discussions using relevant comments, questions, and linked vocabulary. ▪ I can share my thoughts and ideas in a well-structured sentence.
Say a sound or each letter in the alphabet and at least 10 digraphs	Read words consistent with their phonic knowledge, including some common exception words.	Read aloud simple sentences and books that are consistent with their phonic knowledge.
<ul style="list-style-type: none"> ▪ I can hear initial sounds in words. ▪ I can identify some letter sounds. ▪ I know that 2 letters can make 1 sound. ▪ I hear and say 10 digraphs correctly. 	<ul style="list-style-type: none"> ▪ I can recognise that print has meaning. ▪ I can blend and segment orally. ▪ I can identify the sounds for individual letters. ▪ I can read simple cv/cvc words. ▪ I can use my phonic knowledge to read a simple phrase ▪ I can recognise and read CEW/ tricky words 	<ul style="list-style-type: none"> ▪ I can read a simple phrase ▪ I can read a simple sentence that matches my phonic knowledge. ▪ I can read a sentences including CEW that matches my phonic knowledge.
Write recognisable letters, most of which are correctly formed	Spell words by identifying sounds in them and representing the sounds with a letter/ letters	Write simple phrases ad sentences that can be read by others.
<ul style="list-style-type: none"> ▪ Gross and fine motor skills are developed to enable me to write. (see fine motor expectations) ▪ I can mark make with a comfortable grip. ▪ I can put pressure on my paper to make significant marks. ▪ I can hold my pencil in a tripod grip. ▪ I can draw lines and circles ▪ I have awareness of letter shapes. ▪ I am beginning to form letters. 	<ul style="list-style-type: none"> ▪ I can hear and say each sound. ▪ I know which letters represents each sound. ▪ I write vc/cvc words independently. ▪ I can write more complex words using known sounds. 	<ul style="list-style-type: none"> ▪ I can hear and say each sound. ▪ I know which letters represents each sound. ▪ I write vc/cvc words independently. ▪ I can write more complex words using known sounds. ▪ I know a sentence moves from left to right. ▪ I can write words to make a caption that makes sense and can be read by others. ▪ I can write a simple sentence that can be read by others.

Steps to Success Reception

Early Learning Goal for Mathematics -		
Intent- Skills and knowledge		
Have a deep understanding of number to 10, including the composition of each number.	Subitise up to 5	Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.
<ul style="list-style-type: none"> ▪ I can use number names to 10 ▪ I can represent numbers using fingers/ marks and symbols. ▪ I can recognise numbers in the environment ▪ I can recognise numbers when shown. ▪ I can count objects using 1:1 correspondence (to 3/ to 5/ to 7/ to 10) ▪ I can match the numeral to quantity. ▪ I can recognise numbers of personal significance. ▪ I can apply my understanding of number in play and through problem solving. ▪ I can explain my understanding to others. 	<ul style="list-style-type: none"> ▪ I can understand a value of a number using practical equipment and patterns. ▪ I can recognise quantities of objects in different arrangements. ▪ I can recognise quantities of objects in different arrangements without counting. ▪ I can link patterns to subitising to 3 / 5 	<ul style="list-style-type: none"> ▪ I have a secure understanding of numbers to 5 ▪ I can use practical aids and resources to represent numbers to 5. ▪ I have a understanding 3,4 ,5 and all the manipulations of that number. ▪ I can understand and apply the meaning of addition and subtraction. ▪ I understand the vocabulary involved in adding and subtraction ▪ I can practically represent number bonds to 5. ▪ I can automatically recall number bonds to 5 and understand the inverse. ▪ I can extend the above to 10. ▪ I have an awareness of double and halves.
Verbally count beyond 20, recognising the 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 – odds/ evens/ double facts and how qualities can be distributed equally.
<ul style="list-style-type: none"> ▪ I know numbers names. ▪ I can count in the correct order of numbers. ▪ I know what comes next for a given number to 20. ▪ I can recognise that 1- 9 is repeated throughout the counting system. 	<ul style="list-style-type: none"> ▪ I can count out a set amount of objects from a larger group (up to 10). ▪ I can understand and use the vocabulary- greater, less, more, fewer and same. ▪ I can find one more/fewer from a group of up to 5 objects ▪ I can find one more/fewer from a group of up to 10 objects. ▪ I can identify which group has more/fewer/the same. 	<ul style="list-style-type: none"> ▪ I have a secure understanding of number from 1-10 and how they are represented. ▪ I understand the terms odd and even. ▪ I can represent odd and even numbers practically. ▪ I understand the terms double / sharing ▪ I can represent doubling/ sharing practically.
Implementation – links to curriculum		
Autumn	Spring	Summer

Steps to Success Reception

Early Learning Goal for -
Understanding the World

Intent- Skills and knowledge

Past and Present

- Understand and share information about themselves.
- Understand and share information about their immediate family
- Name and describe people who are familiar to them
- Understand, name and talk about different job roles within the community
- Know and understand that their own family timeline eg Grandparents are older than parents.
- I can talk about an event from today.
- I can talk about a recent event.
- I can recognise similarities and differences from the past– how I have changed? Baby – Now
- I understand and use the key phrases- In the past / A long time ago
- I can talk about a story that has happened a long time ago and recognise differences. Eg- nativity / Easter story

People, Culture and Communities

- I can talk about and describe my classroom.
- I can talk about and describe my school.
- I can talk about and describe my home.
- I can talk and describe something significant in my local area.
- I can use a simple map and non-fiction books to support my learning.
- I can recognise a special time with my family.
- I understand what is special about me and share my own experiences.
- I understand that we are all unique and may celebrate different events.
- I know where I live and can talk about key features.
- I can talk about key features of life in other countries and how it differs from here.

The Natural World

- I can describe what I can see, hear and feel about the world around me.
- I can observe plants and animals talking about some features.
- I can observe what I can see and record using appropriate colours/ features.
- I can compare familiar places looking at similarities and differences.
- I can name and describe simple features of each seasons.
- I can describe changes over time eg- growth / decay / weather patterns / life cycles

Implementation – links to curriculum

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Steps to Success Reception

Early Learning Goal for Expressive Arts and Design

Intent- Skills and knowledge

<p>Safely use and explore a variety of materials, tools and techniques with colour, design, texture and function.</p>	<p>Share their creations, explain the process they have used- make use of props and materials when role playing characters in narratives and stories.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>
<ul style="list-style-type: none"> ▪ I have developed my fine and gross motor control. ▪ I know that each tool has a purpose and I can select the correct tool for the task. ▪ I can explore and talk about what happens when you mix colours. ▪ I know how to add texture to my creations. ▪ I know and use different techniques- joining, hole punching, gluing etc ▪ I can explain the process to achieve the end result. 	<ul style="list-style-type: none"> ▪ I am independent in taking part in familiar role play, creating my own props and acting out different stories. ▪ I am independent in taking part in imaginative role play, creating my own props and acting out different stories. ▪ I can use familiar story language within my play. 	<ul style="list-style-type: none"> ▪ I can recount and act out a story with support. ▪ I can recount and act out a story with independently. ▪ I can use my own imagination and ideas when playing with peers.
<p>Sing a range of well- known nursery rhymes and songs/ Perform songs, rhymes, poems and stories with others</p>	<p>Try and move in time with music where appropriate</p>	
<ul style="list-style-type: none"> ▪ Join in as a whole class ▪ Independently 	<ul style="list-style-type: none"> ▪ I have developed my fine and gross motor control. ▪ Whole Class ▪ Independently 	

Implementation – links to curriculum

<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
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