

BOUNDARY PRIMARY SCHOOL



EYFS ASSESSMENT DOCUMENT

Boundary Primary School EYFS Assessment
Progression Milestones

Assessment within the Early Years is crucial in providing personalised learning opportunities for all children.

Children are assessed regularly through clear and accurate classroom observations as well as personalised planning documents. Assessment takes place over all seven areas of learning. These assessments enable EYFS practitioners to ensure all learning is embedded and consistent and that all children make good progress regardless of their starting point.

Several assessments take place across the school year and these are mapped out in the tables below. These assessments are recorded on O Track to monitor progression throughout the school year.

Nursery 1

January	April	July
Checkpoints 36 months (new children)	Checkpoints (including new children)	Chris Quigley Progression Milestones on O Track
Chris Quigley Progression Milestones on O Track	Chris Quigley Progression Milestones on O Track	End of Year data to parents

Nursery 2

September	December	April	July
Baseline 36 month Checkpoints	Checkpoints (for applicable children)	Checkpoints (for applicable children)	Checkpoints (for applicable children)
Baseline Chris Quigley Progression Milestones on O Track	Chris Quigley Progression Milestones on O Track	Chris Quigley Progression Milestones on O Track	Chris Quigley Progression Milestones on O Track End of Year data to parents and Reception teachers

Reception

September	December	April	July
DfE RBA	Chris Quigley Progression Milestones on O Track	Chris Quigley Progression Milestones on O Track	Chris Quigley Progression Milestones on O Track
Chris Quigley Progression Milestones on O Track			EYFS profile reported to parents / Local Authority and Y1 staff

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Progression Milestones

Our Progression milestones are identified using the Chris Quigley Curriculum Companion. We also use the Development Matters document to support our judgements and record these using the codes below on our Assessment Tracker, OTrack.

EYFS Assessment Expectations

	Baseline	End of Autumn Term	End of Spring Term	End of Summer Term
N1	0-3 D	0-3 D	0-3 D	0-3 S
N2	3-4 B	3-4 B/D	3-4 D	3-4 S
Reception	3-4 S	Rec B/D	Rec D/S	Rec G

B- Beginning

D- Developing

S- Secure

G- Good Level of Development

These timescales help EYFS practitioners identify children that are not meeting progression milestones

Prime Milestones					
		N1	N2	R1	R2
Communication and language		<p>Enjoys listening to stories. Enjoys rhymes and songs Uses sentences of around 4 – 6 words.</p>	<p>Talks to themselves when playing (using language to think). Speaks differently in different contexts (apparent in imaginative play). Can describe what is happening, express ideas and start conversations. Communication is developing but may have problems with irregular tenses and plurals. May have problems pronouncing the phonemes r, j th, w ch and sh. Generally uses pronouns correctly. Asks lots of questions.</p>	<p>Understands the importance of listening. Has an extensive vocabulary. Sometimes joins longer sentences with because (cause and effect). Retells stories and sequences events. Often gives a running commentary during play. Sometimes blurs boundaries between fact and fiction. Speech is generally fully intelligible but there may be some incorrect pronunciation. Enjoys non-fiction books, especially an area they are interested in, e.g. dinosaurs. Asks a large number of questions. Uses language for a variety of purposes: to share, take turns, compare, predict, explain.</p>	<p>Uses a wide range of vocabulary appropriately. In general, structures sentences correctly (grammar is sometimes incorrect). Picks up and uses language from TV shows and books. Questions are usually precise. Offers opinions. Is still learning about the more subtle uses of language, e.g. metaphor and irony.</p>
Physical development	Strength	<p>Takes weight on hands and knees, tummy down, like a table. Stands on a floor marker on two feet, bends down and picks up an object from the floor.</p>	<p>Can lift up one foot or hand at a time. Hangs on a bar using hands. Can push a tyre along the ground. Jumps with two feet along a line of floor markers. Passes a balloon from hands to feet and back again while lying on back.</p>	<p>Takes weight on hands and feet, tummy up (back straight, no sagging). Can lift up one foot or hand at a time. Hangs on a bar and lifts up a bent leg. Stands on a floor marker on one leg, bends down and picks up an object from the floor. Picks up a tyre and pushes it along the floor. Jumps from side to side along a skipping rope. Passes a beach ball from hands to feet and back again while lying on back.</p>	<p>Takes a tummy-up position with hands and feet on the floor, moving around the space. Hangs on a bar and lifts up alternate legs, like marching in the air. Stands on a floor marker while bending down to pick up objects placed in different positions at varying distances from the marker. Can flick over a tyre and repeat, moving it from one end of a small space to another. Can play french skipping over an elastic band. Can walk a large therapy ball up and down a wall with feet while lying on back (knees bent).</p>
	Gross motor skills	<p>Can jump on two feet.</p>	<p>Can walk backwards and sideways. Shows good spatial awareness. Walks up stairs, putting one foot on each step. Pedals a tricycle. Can catch a balloon.</p>	<p>Climbs on play equipment. Walks up and down stairs, with one foot on each step. Claps in time to music. Can catch, kick, throw and bounce a ball. Can use a balance bike. Can hop and march. Uses a variety of different playground equipment.</p>	<p>Can balance on one foot for a short time. Plays ball games. Is able to gallop. Walks along a low balance beam. Is able to skip. Can ride a bike without stabilisers. Uses core muscle strength to sit up straight at a table.</p>
	Fine motor skills	<p>Paints with a crayon or brush, often covering the whole page.</p>	<p>Holds a pencil with fingers in proper position. Cuts with scissors but not always in a straight line. Can thread large beads onto a lace.</p>	<p>Threads small beads onto a lace. Builds a tower of ten or more bricks. Can build with other construction toys. Draws a house.</p>	<p>Threads a large needle and stitches real stitches. Copies the capital letters V, T, H, O, X, L, A, C, U and Y. Uses brushes, crayons and pencils with control. Uses a knife and fork competently.</p>

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		Enjoys floor play with bricks, boxes, trains, cars and small world figures.	Builds a tower with six or more blocks. Can copy a circle.	Copies the capital letters O, V and H. Is beginning to fasten buttons and zips. Draws a person with head, legs, body and (usually) arms and fingers	Uses tools to make things.
Personal, social and emotional development	Becoming me	Is beginning to use language rather than physical outbursts to express themselves.	Is beginning to use appropriate behaviour for different settings, e.g. indoor voices. Can name some basic feelings, e.g. happy, sad, angry and scared. Identifies basic character virtues, e.g. kindness. Uses the toilet independently.	Is becoming confident and self assured. Enjoys dramatic play. Can cope with delays in having needs met. Demonstrates persistence and some emotional control. Is able to identify basic character virtues and opportunities to use them. Identifies basic feelings and some strategies to manage them. Follows basic hygiene rules.	Is able to complete tasks. Identifies more complex feelings and begins to recognise them in others. Has a stable view of themselves. Demonstrates some basic character virtues. Manages own needs. Takes responsibility for washing, dressing and using the toilet independently.
	Becoming a friend	Takes turns and shares (not consistently).	Seeks the approval of an adult. Enjoys make-believe play. Has a set of feelings about themselves. How they feel about themselves is influenced by their relationships with people around them.	Is sociable and enjoys silly talk. May have a best friend. Plays with a group. Has a stable self-concept. Is beginning to identify what makes them special.	Is developing a sense of social rules. Prefers games of rivalry. Enjoys cooperative play, often relying on an adult to sort out conflicts. Shows sensitivity to the needs of others. Much of their personality is established. Is beginning to recognise differences between themselves and others.
	Becoming a citizen	Is beginning to follow rules.	Takes interest in roles in the home, e.g. who makes their meals, who reads their bedtime stories. Can describe their local environment. Knows that money is used to buy things.	Helps to create rules. Takes notice of roles performed by members of their family outside the home. Knows that people earn money by working. Can describe what they like and don't like about their environment.	Follows negotiated rules and uses strategies to manage non-compliance. Takes notice of roles performed outside their family, e.g. doctors, firefighters, teachers, police officers. Knows that to buy some things you may have to save up money. Can describe what might be done to care for their environment.

Specific Milestones

Specific Milestones				
SPECIFIC		N2	R1	R2
Literacy	Reading	<p>Pretends to read books. Understands how books should be handled. Names some objects in a book. Talks about characters in books. Is able to fill in gaps in familiar books. Listens to stories. Asks adults to read or write with them. Begins to pay attention to specific print such as the first letters of their names.</p>	<p>Enjoys listening to and joining in with stories. Uses language from stories. Understands that print carries a message. Understands that print is read left to right and top to bottom. Makes attempts to read and write. Identifies familiar signs and labels. Participates in rhyming games. Can count or clap syllables. Recognises initial sounds. Says the sounds for individual letters.</p>	<p>Reads simple phrases and sentences. Enjoys a range of books. Knows that information can be retrieved from books. Retells simple stories. Can describe settings, events and characters in some detail. Uses vocabulary they have heard in books. Is developing phonological awareness. Shows familiarity with rhyming and beginning sounds. Reads some high-frequency words. Is beginning to blend and segment sounds.</p>
	Writing	<p>Enjoys writing on different surfaces, e.g. paper, screens, in sand and with shaving foam. Can distinguish between the different marks they make. Draws wavy lines across the page that look like lines of text from a book. Is beginning to make some letter-like forms. Makes marks on their pictures to represent their name.</p>	<p>Scribbles with a purpose (trying to write or draw something). Produces some letter-like forms and scribbles that resemble, in some way, writing. Makes distinct marks that look like letters and that are separated from each other. Writes some actual letters, especially the letters in their name. May try different kinds of writing, e.g. writing a list or a greeting card. May start to draw pictures and label them using letters or letter-like marks.</p>	<p>Enjoys writing for a variety of purposes. May write their name. Holds pencil correctly and is beginning to form letters accurately. Knows the sounds letters make and is beginning to spell words based on how they sound. Labels pictures with a few words and later on begins to write simple sentences with correct grammar.</p>

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Mathematics	Counting	Verbally counts with separate words, but not necessarily in the correct order. Verbally counts to ten with some correspondence with objects. May point to objects to count a few items but then loses track.	Keeps one-to-one correspondence for small groups of objects in a line. Answers 'How many?' by counting again. Accurately counts to five and can answer 'How many?' by using the last number (e.g. 'One, two, three, four. There are four.'). Is beginning to demonstrate cardinality. Can count to ten and may write or draw the numeral 5.	Counts objects up to five. Shows a group of four objects. Counts structured arrangements to ten. Draws or writes numerals to ten. Accurately counts a line of objects and says how many. Says what comes before or after a number by counting up from one. Counts beyond 20.
	Number sense	Subitises up to three or four objects quickly. Identifies first and second. Matches numeral to quantity up to five. Can place numeral cards in order up to five.	Subitises to five in familiar arrangements. Identifies first to fifth. Can place numbers on a blank number line to ten	Subitises to six in familiar and non-familiar arrangements, describing how they see the number. Identifies first to tenth. Can place numbers on a blank number line to 20. Can place numbers on a vertical number line (which includes zero and negative numbers).
	Pattern	Recognises, describes and builds A B repeating patterns, e.g. A B; A B; A B. Fills in the missing element of an A B pattern. Duplicates an A B pattern when the model is close by.	Recognises, describes and builds more complex patterns, e.g. A A B, A B C and A B B C. Fills in the missing elements of a pattern. Extends a pattern if it ends with a whole unit within the pattern, e.g. Red, Red, Blue ; Red, Red, Blue ; Red, Red, Blue (where Red, Red, Blue is a whole unit).	Can translate patterns by using new materials or actions to represent a pattern, e.g. blue button, red button, yellow button might become cube, circle, triangle. Recognises core units of a pattern, e.g. cube, circle, triangle is a unit within a pattern, followed by another unit of cube, circle, triangle. Is able to extend a pattern even if it ends in a partial unit, e.g. cube, circle, triangle; cube, circle. Creates their own patterns.
	Number operations 1	Finds answers to 'result unknown' problems up to five, by counting with objects, e.g. 'You have two books and get one more. How many are there altogether?' (Counts out two, then one and then counts all three.) Matches sets by lining them up with one-to-one correspondence. Knows a whole is bigger than the parts but may not accurately quantify each.	Finds answers to 'result unknown' problems up to ten, by counting with objects, e.g. 'You have six toys and are given three more. How many are there altogether?' (Counts out six, then three and then counts all nine.) Solves subtraction problems by separating objects, e.g. 'You have six balls and you give Mustafa two. How many balls do you have left?' (Counts out six, then takes away two and counts the remaining four.) Compares by counting with groups up to five. Quickly names parts of a set up to six.	Counts on from the first set, rather than counting the whole, e.g. 5; 6, 7, 8. Solves 'change unknown' problems, e.g. 'You have six sweets. Taylor gives you some more so now you have eight. How many did he give you?' When subtracting, counts back from first number, keeping track of counts. Compares larger sets by counting and says which has more or less. Can compose and decompose numbers to ten.

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Number operations 2	Shares by dealing out a group of objects between two people. Engages in rhythmic counting, emphasising alternate numbers, e.g. one, two, one, two.	Makes small equal groups (up to six) in the context of sharing fairly. Skips one-to-one counting, saying 'two, four, six', missing out, or counting internally, the other numbers.	Solves sharing problems using concrete objects up to 20 and between two and five people. Solves small number multiplication problems by sorting objects into small groups.
Finger gnosis	Uses fingers during fine motor skills activities. Takes part in finger rhymes.	Identifies different fingers especially in songs like 'Peter Pointer' and 'Baby Small'. Matches finger symbols to collections of objects.	Shows numbers with fingers. Follows lines on a maze with different fingers.
Sets	Recognises and identifies objects that are alike, e.g. red objects. Sorts by using a single attribute, e.g. 'I picked out all the heart-shaped pieces.'	Uses binary sorting: dividing a collection into two groups, ones with a specific attribute and ones without. Comes up with their own criteria for sorting.	Uses multiple set sorting by focusing on different attributes, e.g. red gloves and mittens can become large red gloves and large red mittens. Compares and orders sets by using specifically mathematical attributes, e.g. the set that has the most (quantity) and the set that has the biggest objects (magnitude).
Measurement	Identifies length, weight and capacity as attributes. Explores differences in size, weight and length. Can compare the capacity of two containers by pouring from one to the other. Understands recent past and future. Is beginning to anticipate times of the day, e.g. lunch time, home time. Describes length or height measurements as big or small.	Makes comparisons between objects relative to size, length, weight and capacity. Physically aligns two objects to see which is longer. Packs cubes into a box in an organised way. Can order up to five objects by length. Uses 'than' to compare objects. Remembers the sequence of events in a book or in real life. Uses non-standard measuring tools.	Describes measurable attributes of objects. Enjoys predicting and discussing comparisons of attributes. Focuses on fairness and accuracy. Uses a variety of measuring tools. Compares the length of two objects by using a third object (a measuring tool). Estimates how many cubes will fill a space. Sequences and orders events. Is beginning to use a timer and a calendar. Uses an increasing amount of measurement vocabulary. Is beginning to use some indirect comparison, e.g. turning a circumference into a length using string.
Shapes	Uses names of 2D shapes as labels, with no reference to attributes. May physically rotate shapes to match a prototype shape. Uses everyday language for 3D shapes, e.g. ball or block. Is beginning to see shapes in the environment, e.g. a house is seen as a square with a triangle roof. Uses blocks to build structures.	Is beginning to use attributes to describe shapes. Recognises corners. Describes 3D shapes using 2D names, e.g. a cuboid is called a rectangle. Recognises edges and sides. Can make a picture using 2D shapes. Can build structures with arches, roofs and gaps for windows.	Uses attributes to identify some unusual shapes. May recognise a right-angled triangle. Recognises most familiar shapes and typical examples of other shapes, e.g. a hexagon or a rhombus. Ignores the orientation of shapes when identifying them. Describes the faces on a 3D shape. Names some common 3D shapes, e.g. a sphere or cube. Puts 2D shapes together to make part of a picture, e.g. triangles and a circle to make a flower.

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				Builds more complex structures, substituting combinations for another shape.
	Spatial relationships	Responds to and uses some spatial language. Walks different routes and points out landmarks. Uses trial and error to move and rotate objects to fit spaces.	Describes the position of an object. Follows/gives verbal directions to find something using spatial language. Follows a simple map.	Describes where an object is, using spatial language. Follows a sequence of directions. Plans and discusses different routes. Rotates and flips objects to make shapes fit, using spatial reasoning. Enjoys making simple maps.
	Data	Recognises and identifies objects that are alike. Sorts by using a single attribute, e.g. colour, shape or function. Interprets a realia graph by saying which has more or less.	Sorts objects by a single attribute and is able to say how many. Interprets a realia graph and pictogram with some adult guidance.	Sorts objects for a reason. Creates realia graphs and pictograms. Can say which has more and which less on a bar graph. Makes labels for a graph.

SPECIFIC		N2	R1	R2
Understanding the World	History	Puts photographs of themselves as a baby and onwards in the correct order. Acts out familiar routines from their family and culture. Can distinguish between old and new toys.	Organises images from a story into a plausible chronological order. Knows that children grow and change with the passage of time. Joins in and talks about family customs and routines. Talks about significant events from their own experience.	Sequences and retells stories. Talks about past and present events in their own life and that of family members. Identifies some similarities and differences between things now and in the past. Explores artefacts and uses them in play. Uses vocabulary to express the passing of time. Knows that they and the world around them changes with the passage of time.
	Geography	Talks about the location of familiar places. Knows there are different countries in the world and is able to talk about them through experience or from what they have seen in books or films. Can follow a simple map, e.g. by placing objects on a table in the correct position shown on a map. Can talk about prominent geographical features in their local area, e.g. the hill behind the school, the stream at the bottom of the hill.	Gives details about where they live, e.g. city, town or village name, street name. Uses some geographical vocabulary to describe their local environment. Can talk about some places of local interest, e.g. the library, places of worship, bus stops, train stations, shops, restaurants. Can interpret a simple map of the classroom. Is able to talk about some similarities and differences in countries around the world.	Can interpret an aerial view of their school setting, commenting on what they can see, including buildings and roads. Points out landmarks while on a walk in their local area. Can draw a simple map of the classroom, indicating different interest areas. Uses some specific geographical vocabulary to describe different locations. Is able to see where their country is in the world in relation to others.
	Ecology	Is curious about things in nature. Is beginning to appreciate being in nature, e.g. the feeling of the wind and sun on their face.	Looks closely at things in nature, e.g. animals and plants, and talks about what they have seen. Can talk about how being outside makes them feel.	Shows a basic understanding of how they might have an impact on the environment. Shows concern for living things, e.g. is careful not to damage plants.

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		<p>Enjoys being outside. Is beginning to understand that we need to take care of things.</p>	<p>Knows that plants and animals need water and animals need food. Knows we need to take care of materials, e.g. putting things away properly.</p>	<p>Knows that being outside can make them feel better if they are anxious or upset. Knows that plants and animals need to be looked after to survive. Takes responsibility for materials – using them properly, putting them away and performing basic repairs, e.g. sticking down a torn book cover.</p>
	Design and technology	<p>Explores the feel of a range of everyday objects. Develops knowledge about design through play with objects. Can talk about what they are going to make. Manipulates basic tools. Uses trial and error to develop understanding. Reflects on a product, saying what they like.</p>	<p>Explores a range of everyday objects and can talk about similarities and differences between them. Draws what they are going to make. Chooses appropriate tools. Explains what they are happy with in a product and how they will tweak the design to improve it.</p>	<p>Makes judgements about properties of different materials and their suitability for construction. Tests out the properties of materials. Draws what they are going to make and explains designs. Experiments with designs and materials. Uses tools safely. Describes how a product is made up of many different parts.</p>

SPECIFIC		N2	R1	R2
Science	Biology Chemistry Physics	<p>Is interested to explore familiar and new experiences in nature, e.g. looking at plants, animals, puddles, mud. Talks about what they see. Describes, in simple terms, life cycles of plants and animals. Explores and talks about forces. Can identify differences between some materials.</p>	<p>Explores the natural world, using their five senses. Describes the impact of weather and seasons on their daily life. Names and describes familiar plants and animals. Investigates forces, light and vibrations. Is beginning to talk about why things happen. Predicts what might happen and explains why. Records findings in a simple way.</p>	<p>Looks closely at similarities and differences in nature. Participates in guided investigations and makes observations. Asks and responds to questions about familiar objects. Talks about observable changes. Understands that objects move in different ways depending on size and weight. Asks questions such as ‘What would happen if ...?’. Records ideas and observations.</p>
Expressive arts and design	Cultural awareness – visual arts	<p>Makes accidental representations (creates a form and then decides it is like something). Identifies artworks that appeal to them. Enjoys experimenting with colour in a variety of ways.</p>	<p>Likes art that is realistic and relates to their experience. Can sort art by its medium. Explores colour and colour mixing. Is beginning to use painting and drawing to represent actions and objects. Is beginning to use art to demonstrate feelings. Uses tools for a purpose.</p>	<p>Is beginning to think about an artist’s point of view. Is starting to think about composition and colour. Experiments with a wide variety of materials. Can use art to represent feelings. Makes intentional representations, deciding beforehand what they want to depict. Uses a wide variety of tools with developing expertise.</p>

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Cultural awareness – music	Identifies sounds in the environment. Sings songs with others. Sings short phrases of a song in tune. Describes music as, e.g. happy, scary, calm. Demonstrates rhythm with body movements that might be in time to music. Enjoys playing a wide range of rhythm instruments. Moves in response to rhythm.	Matches an instrument to its sound. Describes the quality of a sound as, e.g. loud, quiet, long, short. Can sing a whole song with others. Enjoys changing words in a song. Can clap in rhythm. Enjoys marching, dancing, jumping, twirling, skipping and tip-toeing, etc. to music. Enjoys playing a wide variety of instruments.	Sings a large repertoire of songs from memory. Can describe changes within a piece of music. Moves rhythmically to a regular beat and can keep time with the music. Has some pitch control and rhythmic accuracy. Plays instruments with some precision and accuracy. Enjoys group singing. Enjoys listening to different genres of music.
Cultural awareness – dancing	Is beginning to experiment with moving in different ways. Moves in response to accompaniment. Can say which dances they like. Expresses emotions through facial expressions. Explores moving to music from a range of cultures that is intended for dancing.	Can move in a variety of different ways. Moves to different musical rhythms and tempos, often as animals, e.g. lions, elephants and monkeys. Moves in response to different stimuli. Copies movements shown by the teacher. Demonstrates emotions through facial expressions and gestures. Responds to music from other cultures with different ways of moving.	Demonstrates fluency when moving in a variety of different ways. Explores and moves with appropriate actions in response to a stimulus. Creates dances with movements and gestures to express feelings and ideas. Describes how dancing or watching dance makes them feel. Expresses emotions through facial expression, stance and gesture. Enjoys dancing to music from different cultures.
Cultural awareness – playing	Bases pretend play on events they have seen or heard about but not personally experienced. Gives toys a voice. Talks when planning and during play, and afterwards, about their play. Includes short, time-related sequences of activities in play.	Pretends play is based on events they have seen or heard about but not personally experienced. Takes on a role alongside others, changing roles in response to the play. Includes planned events with cause-and-effect sequences in play. Uses language to set the scene. Is beginning to assign roles to adults, e.g. 'I am the nurse. You are the baby.'	Takes on multiple roles. Includes highly imaginative themes with multiple plans and sequences in play. To set the scene, language is used, which includes understanding, use of inference, predicting and non-verbal communication, such as gestures and facial expressions. Creates play scenes that are made up of longer stories with several steps laid out in sequence. Collaborates with others, planning roles and scenarios.