

# EYFS

## Nursery (2/3yr provision)

EYFS framework strand	Assessment criteria (and term of focus)
Physical development	I can build independently with a range of appropriate resources. 2 I am beginning to learn to use equipment safely, developing manipulation and control. 2 I am learning to be healthy. 3 I am developing my gross/fine motor skills 123 I am learning how to follow instructions for safety and hygiene
Expressive arts and design	I am starting to make marks intentionally 2 I can make simple models which express my ideas. 1 I can explore paints using fingers and other parts of my body as well as brushes and other tools. 2
Understanding the World	I can explore a range of materials and learn new words to describe them. 1/2 I can explore a range of natural phenomena. 1/2
Mathematics	I can build with a range of resources.2 I can complete a simple jigsaw. 1/2 I can explore and recognise some 2d shapes and colours. 2/3 I can compare sizes, weights etc using gestures and some language such as bigger, little and smaller. 2/3

## Nursery (3/4yr provision)

EYFS framework strand	Assessment criteria (and term of focus)
Physical development	I can choose the right equipment and resources to do a challenge safely and use scissors to snip. 2 I can ask others to help me solve a challenge that I am struggling physically to solve. 2/3 I can choose healthy options, such as screen time, sleep and eating. 1,2 I can use a dominant hand to make marks. 1 I am a confident runner and I can climb safely, jump off safe apparatus and take risks. 1
Expressive arts and design	I can build with purpose. 2 I can think about what I am creating. 2 I can tell you why I chose the resources to make the item. 3
Understanding the World	I can use my senses and talk about them. 1 I can explore materials and investigate their different properties. 2 I can ask 'how does this work?' and I can explore how things work. 1/2/3 I enjoy baking with a variety of ingredients and recipes. 1/2/3 I can explore a range of technology, such as cameras, ipads, phones etc 1,2,3
Personal, Social and Emotional Development	I can choose equipment for my play and I can tell you why I am using it. 2 I can think about my play and extend my challenges. 3 I can use tools and equipment correctly. 2 I can tell an adult when I need help. 1,2,3
Mathematics	I can name and talk about the properties of a 2D shape using the words sides, flat and straight. 2 I understand positional language. 1/2/3 I can use the language of size, length and weight. Big, small, long, short, heavy, light. 1/2/3 I can sort objects by shape, colour and size. 1

# Reception

EYFS framework strand	Assessment criteria (and term of focus)
Physical development	<p>I can cut shapes with scissors. 1,2,3</p> <p>I can confidently move around an obstacle course. 1,2,3</p> <p>I can climb, run and avoid obstacles. 1,2,3</p> <p>I can throw, kick and catch a ball. 1,2,3</p> <p>I can write using letters and I can hold my pencil correctly. 2,3</p> <p>I understand the five a day rule.</p> <p>I can use a range of tools safely and explain why. 123</p>
Expressive arts and design	<p>I can safely use and explore a variety of materials, tools and techniques. 1,2,3</p> <p>I can share my creations, explaining the process I have used. 1,2,3</p> <p>I can use construction kits to build towers, walls, frameworks, shell structures and wheeled vehicles. 1,2,3</p>
Understanding the World	<p>I can use my senses to explore the natural world. 1,2,3</p> <p>I can show you I'm interested in the outdoors. 1,2,3</p>
Personal, Social and Emotional Development	<p>I can choose a healthy snack and I understand why I need fruit and veg.</p> <p>I can talk about the different factors that support my overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating (5 a day)</li> <li>- tooth brushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul>
Mathematics	<p>I can use measuring skills when creating products as well as using estimation and comparison. 1,2,3</p> <p>I can apply the understanding of shape and space when describing the position of a range of components or the direction of movement in a mechanical product. 1,2,3</p> <p>I can apply the knowledge and understanding of skills in numbers, shape, space and measures through practical activities. 1,2,3</p>

ELG	Assessment criteria
Physical development Fine motor skills	<ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul>
Expressive arts and design Creating with materials	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>
Understanding the World	<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
Personal, Social and Emotional Development Managing Self/Building Relationships	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>• Work and play co-operatively and take turns with others.</li> </ul>

Mathematics	<ul style="list-style-type: none"><li>• Compare quantities in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li><li>• Explore and represent patterns.</li></ul>
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