

EYFS Progression Document

	Pre-School	Nursery	Reception
PSED	<ul style="list-style-type: none"> <li>Comes into school with the support of familiar adult.</li> <li>Finds ways to calm themselves when upset but can still be comforted by key person.</li> <li>Expresses some preferences.</li> <li>Plays with increasing confidence on their own and with other children- sometimes with the support of key person.</li> <li>Expresses a range of emotions.</li> <li>Growing in independence and sometimes rejects help.</li> <li>Learn to use the toilet with help and then independently.</li> <li>Begin to start waiting their turn.</li> <li>Can find their coat with support from an adult and then independently.</li> <li>Can wash hands with some support from an adult.</li> </ul>	<ul style="list-style-type: none"> <li>Come into school happily and independently.</li> <li>Knows daily routine.</li> <li>Will have a go with all activities. Develops good bonds with key adults in school.</li> <li>Hang belongings in cloakroom and find their own items.</li> <li>Tidies away toys and clears away things that have been used using picture labels.</li> <li>Help an adult when asked.</li> <li>Say please and thank you.</li> <li>Ask to go to the toilet and use it independently.</li> <li>Wait for their turn to talk.</li> <li>Take turns when playing.</li> <li>Share toys.</li> <li>Can express feelings.</li> <li>Enjoys imaginative play.</li> <li>Can play a game led by an adult.</li> <li>Can make healthy choices around food and talk about importance of brushing teeth.</li> <li>Increasingly follows the rules of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Comes into school happily and independently.</li> <li>Knows daily routines.</li> <li>Can organise themselves in the environment - class, cloakroom, lunchtime.</li> <li>Will have a go at activities.</li> <li>Shows preferences with activities and can say why.</li> <li>Will tidy away items safely using picture labels and match backs.</li> <li>Will offer to help others.</li> <li>Say please and thank you and respond to others in conversations.</li> <li>Ask to go to the toilet when needed.</li> <li>Will wait their turn and put hands up to talk.</li> <li>Walk around schools in single file lines.</li> <li>Play co-operatively and look after toys.</li> <li>Can express feelings.</li> <li>Find resolutions without conflict.</li> <li>Is involved in more complex imaginative play with changing roles.</li> <li>Organising and cooperating with other children.</li> <li>Shows awareness of others.</li> <li>Can play a game in a small group of peers.</li> <li>Knows the different factors that contribute to being healthy- food, brushing teeth, exercise.</li> <li>Remembers and follows class rules consistently.</li> </ul>
C&L	<ul style="list-style-type: none"> <li>Enjoys singings and joining in with a range of rhymes.</li> <li>Enjoys listening to short stories and uses pictures and actions to help understanding.</li> <li>Listens and responds to a simple instruction.</li> <li>Uses words and phrases in context.</li> </ul>	<ul style="list-style-type: none"> <li>Ask lots of questions - why, what, where, who.</li> <li>Answer questions about why something has happened</li> <li>Using longer sentences and linking ideas.</li> <li>Describe events that have already happened.</li> </ul>	<ul style="list-style-type: none"> <li>Take turns in much longer conversations.</li> <li>Use well-formed sentences that can be understood.</li> <li>Building their bank of words and asking meaning of new words and trying to use in context.</li> </ul>

	<ul style="list-style-type: none"> <li>• Generally, focus on an activity of their own choice and find it difficult to be directed by an adult.</li> <li>• Start to develop conversation, often jumping from topic to topic.</li> <li>• Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops.'</li> </ul>	<ul style="list-style-type: none"> <li>• Have mostly clear speech and can be easily understood.</li> <li>• Listen to longer stories and answer questions immediately afterwards.</li> <li>• Follow 2-part instructions.</li> <li>• Use talk to organise themselves.</li> <li>• Enjoy make believe play.</li> <li>• Can communicate basic needs to an adult</li> <li>• Uses a wider range of vocabulary.</li> <li>• Start and hold a conversation with an adult or peer.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-tell short stories in order.</li> <li>• Using story language.</li> <li>• Using most speech sounds and can be understood easily.</li> <li>• Enjoy listening to stories.</li> <li>• Making up stories of their own.</li> <li>• Ask relevant questions in response to what they have heard.</li> <li>• Understand a longer list of instructions.</li> <li>• Understand spoken instructions and can listen without stopping what they are doing.</li> <li>• Understanding more complex language including prepositions, sequencing and time.</li> <li>• Use talk to take on different roles during imaginative play.</li> <li>• Use talk to work out problems and organise thinking.</li> <li>• Using talk to develop good friendships.</li> <li>• Understands humour.</li> <li>• Understands past, present and future.</li> <li>• Uses new vocabulary throughout the day in the correct context.</li> </ul>
Physical	<ul style="list-style-type: none"> <li>• Willing to try a wide range of food.</li> <li>• Moves in a range of ways such as walking, running, jumping and accesses age appropriate climbing equipment.</li> <li>• Shows an interest in throwing/ kicking/ catching balls.</li> <li>• Build independently using a range of construction resources.</li> <li>• Explores different materials and tools when mark making.</li> <li>• Showing more independence- beginning to put arms in coat.</li> <li>• Learn to use the toilet with help and then independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold pencil with a tripod grip and is developing a hand preference.</li> <li>• Put arms into coat.</li> <li>• Do up a zip to the top once started.</li> <li>• Fasten buttons.</li> <li>• Make healthy choice around food/ drink/ brushing teeth.</li> <li>• Wash their hands independently.</li> <li>• Go to the toilet independently.</li> <li>• Can attempt to use scissors to cut paper and tries to hold scissors correctly.</li> <li>• Can sit stable on a chair and cross their legs on the carpet.</li> <li>• Can walk, run and stand on their tiptoes, can hop on one foot.</li> <li>• Can use range of climbing equipment and shows increasing confidence on bikes/ scooters.</li> </ul>	<ul style="list-style-type: none"> <li>• Holds pencil with an effective tripod grip and holds paper with other hands.</li> <li>• Can put coat on independently.</li> <li>• Uses a fork independently and beginning to use knife to cut up food.</li> <li>• Knows what food they like / dislike.</li> <li>• Go to the toilet independently and is able to wipe themselves clean.</li> <li>• Uses scissors competently.</li> <li>• Shows control in moving in different ways.</li> <li>• Active and skilful in climbing, swinging, digging, sliding etc.</li> <li>• Plays all variety of ball games - can kick, catch and throw a ball.</li> <li>• Makes healthy choices when it comes to food/ drink/ brushing teeth.</li> </ul>

		<ul style="list-style-type: none"> <li>• Move large construction items safely with support of adults.</li> <li>• Uses a range of tools when mark making.</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</li> </ul>
<p><b>Maths</b></p>	<p><i>Children in Pre-school are focusing on developing prime areas however mathematical learning opportunities arise in provision and are supported by members of staff. Following points are there as a guidance for staff to look out for and support.</i></p> <ul style="list-style-type: none"> <li>• Children explore a wide range of construction and experiment making different structures with them.</li> <li>• Take part in finger and number rhymes/ songs.</li> <li>• Uses vocabulary such as lots, more, same.</li> <li>• Count in everyday contexts but sometimes skips numbers.</li> <li>• Completes inset puzzles.</li> <li>• Uses comparison language: big, small, little, tall, heavy etc.</li> <li>• Notices patterns such as spotty/ stripy.</li> </ul>	<ul style="list-style-type: none"> <li>• Subitising amounts up to 3.</li> <li>• Can count out-loud to 10.</li> <li>• Understands that the number represents a group of objects (to 5.)</li> <li>• Represents numbers on fingers (to 5.)</li> <li>• Solves mathematical problems in provision.</li> <li>• Compares quantities using words such as more than and fewer than.</li> <li>• 1 more 1 less using numbers to 5.</li> <li>• Talks about and explores 2D &amp; 3D shapes.</li> <li>• Understands positional language.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Talk about and identifies the patterns around them.</li> <li>• Creates a 2-part pattern.</li> <li>• Begins to sequence events.</li> </ul>	<ul style="list-style-type: none"> <li>• Count objects, actions, and sounds up to 10.</li> <li>• Counts out objects up to 10 from a larger group.</li> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Subitise up to 10.</li> <li>• Link the numeral with its cardinal value up to 10.</li> <li>• Compare numbers up to 10 in different contexts recognising where one quantity is greater than, less than, or the same as.</li> <li>• Understand the 1 more and 1 less to 10.</li> <li>• Begins to look at adding and subtracting using numbers to 10 using symbols where appropriate.</li> <li>• Automatically recall number bonds to 5 and some to 10.</li> <li>• Explore and represent number patterns within number to 10. Odds and evens, double facts, how quantities can be shared equally.</li> <li>• Recaps 2D &amp; 3D shapes.</li> <li>• Select, rotate, and manipulate shapes in order to develop special reasoning skills.</li> <li>• Compose and decompose 2-D shapes so that children can recognise that shapes can have shapes within them, for example, two rectangles within a square.</li> <li>• Continue, copy, and recreate repeating patterns.</li> <li>• Predicts and compares; length, weight, and capacity.</li> <li>• Beginning to experiences measuring time with timers and calendars.</li> </ul>

<p>Literacy</p>	<p><i>Children in Pre-school are focusing on developing prime areas however Literacy learning opportunities arise in provision and are supported by members of staff. Following points are there as a guidance for staff to look out for and support.</i></p> <ul style="list-style-type: none"> <li>• Enjoys songs and rhymes and sometimes joins in with familiar ones.</li> <li>• Listens to short stories using puppets and pictures to support understanding.</li> <li>• Sings songs and rhymes independently whilst playing.</li> <li>• Enjoys sharing a book with an adult.</li> <li>• Repeats words and phrases from familiar books.</li> <li>• Notices some print- such as letters, logos, numbers on a bus etc.</li> <li>• Begins to add meaning to marks.</li> <li>• Enjoys mark making using a range of tools.</li> <li>• Be able to access the squiggle programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on developing key listening skills through phase 1 phonics/listening games. (Autumn and Spring Term).</li> <li>• Phase 2 phonics. (Summer Term)</li> <li>• Enjoys a wide range of books, handles them carefully and holds them the correct way.</li> <li>• Engages in story time on a regular basis, answering questions and making comments based on what is read to them.</li> <li>• Joins in with familiar stories, songs and rhymes.</li> <li>• Can name their favourite book.</li> <li>• Uses a wide range of tools effectively for mark making.</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> <li>• Be able to complete the squiggle programme.</li> <li>• Be able to take part in drawing club.</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics across the year (Read, write, inc)</li> <li>• Can segment and blend words when reading.</li> <li>• Re-read books to develop fluency and understanding.</li> <li>• Form capital and lower-case letters effectively.</li> <li>• Spells words using their phonics knowledge.</li> <li>• Writes short sentences using capital letters and full stops.</li> <li>• Re-read what they have written to check it makes sense.</li> <li>• Engages in story time, answering questions, making predictions and comments based on what is read to them and what they have read.</li> <li>• Can name their favourite book and say what they like about it.</li> <li>• Retell a familiar story using props to support.</li> </ul>
<p>UtW</p> <p>History</p> <p>Geography</p> <p>Science</p> <p>RE</p>	<p><i>Children in Pre-school are focusing on developing prime areas however UTW learning opportunities arise in provision and are supported by members of staff. Following points are there as a guidance for staff to look out for and support.</i></p> <ul style="list-style-type: none"> <li>• Explore a range of materials inside and outside.</li> <li>• Responds to changes in the natural world around them, such as changes in weather.</li> <li>• Can talk about their family such as naming who lives in their house.</li> </ul>	<ul style="list-style-type: none"> <li>• Where do we live? Features of local community.</li> <li>• Wildlife Garden</li> <li>• Comparing Africa to UK.</li> <li>• Farm animals and their young.</li> <li>• Testing materials- linked to Three Little Pigs.</li> <li>• Planting beans- looking after plants.</li> <li>• How do the seasons change our environment?</li> <li>• Lifecycle of a butterfly.</li> <li>• Names of insects and simple facts around legs and wings.</li> <li>• African animals and their young.</li> <li>• Chinese New Year</li> <li>• Diwali</li> <li>• Nativity story</li> <li>• Easter story</li> </ul>	<ul style="list-style-type: none"> <li>• How have emergency services changed? Comparing past and present.</li> <li>• Understanding of past and present through photos.</li> <li>• Features of the local community.</li> <li>• Features of a simple map- creating a map.</li> <li>• Understanding the colours on a map.</li> <li>• Comparing Mexborough to another climate.</li> <li>• Where does our food come from?</li> <li>• Wildlife Garden</li> <li>• Farm animals and their young</li> <li>• Habitats</li> <li>• Lifecycle of a chicken</li> <li>• Planting beans- what do plants need to grow?</li> <li>• Lifecycle of a plant</li> <li>• Floating/ sinking investigation</li> <li>• Melting/ freezing investigation</li> <li>• How do the seasons change our environment?</li> <li>• Hibernation</li> <li>• Looking at fossils</li> <li>• Lifecycle of a butterfly</li> </ul>

			<ul style="list-style-type: none"> <li>• Facts around insects</li> <li>• Herbivores and carnivores</li> <li>• African animals and their young</li> <li>• Diwali</li> <li>• Chinese New Year</li> <li>• Nativity story</li> <li>• Easter story</li> </ul>
<p>EAD</p> <p>Art</p> <p>DT</p> <p>Music</p>	<p><i>Children in Pre-school are focusing on developing prime areas however EAD learning opportunities arise in provision and are supported by members of staff. Following points are there as a guidance for staff to look out for and support.</i></p> <ul style="list-style-type: none"> <li>• Moves and dances to music.</li> <li>• Joins in familiar action rhymes and songs.</li> <li>• Explores a range of instruments.</li> <li>• Begins to add meaning to marks which they make.</li> <li>• Begins to use a wide range of mark making tools.</li> <li>• Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</li> <li>• Explores a wide range of materials when building.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-portraits- pencil.</li> <li>• Exploring mixing primary colours.</li> <li>• Using a range of tools when painting.</li> <li>• Salt Dough Diya Lamp</li> <li>• Rangoli patterns</li> <li>• Box modelling</li> <li>• Transient art</li> <li>• Combining different materials</li> <li>• Observational drawing</li> <li>• Paper mosaic</li> <li>• Printing using hands and other objects</li> <li>• Can cut snips of paper</li> <li>• Build and stack objects and join objects together</li> <li>• Build with a purpose in mind</li> <li>• Experiments with colour and texture</li> <li>• Use simple tools to shape, assemble and join materials - glue, paste, scissors, tape</li> <li>• Sing simple rhymes and clap to a song</li> <li>• Tap a beat</li> <li>• Move to music</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring mixing secondary colours.</li> <li>• Self-portraits- paint.</li> <li>• Salt Dough Diya Lamp</li> <li>• Rangoli Patterns</li> <li>• Collage</li> <li>• Box Modelling</li> <li>• Sunflower paintings/ oil pastels (Vincent Van Gogh)</li> <li>• Transient art</li> <li>• Observational drawing</li> <li>• Salt dough models</li> <li>• Papier mache dinosaur eggs</li> <li>• Artist Study- Kandinsky (On Safari)</li> <li>• Use scissors along straight and curved shape</li> <li>• Build and join 3D structures using a range of materials for a specific purpose</li> <li>• Experiments with colour, design, texture and function</li> <li>• Uses a wide range of tools with greater accuracy to shape, assemble and join materials - glue, tape, scissors, string, staples, clips,</li> <li>• Charanga Music Scheme</li> </ul>