

EYFS Progression Map - Nursery (2-3 years) – Pre-School (3-4 years) – Reception (4-5 years)



Communication and Language	Term 1	Term 2	Term 3 END OF NURSERY	Term 4	Term 5	Term 6 END OF PRE- SCHOOL	Term 7	Term 8	Term 9 END OF RECEPTION
Listening, Attention & Understanding	<p>To listen to adults singing rhymes</p> <p>To respond when I hear an adult saying my name</p> <p>To begin to sit down during circle time</p> <p>To begin to follow a familiar routine</p> <p>To understand some very simple commands</p> <p>To select some familiar objects by name</p>	<p>To join in with an adult who is singing a well known rhyme by saying some of the words & copying actions</p> <p>To listen to simple, short stories when an adult reads to me</p> <p>To take part in circle time</p> <p>To follow instructions with 2 key words (give dolly the teddy)</p> <p>To begin to pay attention to an activity of own choosing for a short period of time</p> <p>To follow familiar routines which are the same every day</p> <p>To begin to understand some simple concepts 'big/small'</p> <p>To begin to understand</p>	<p>To enjoy listening to a range of stories & rhymes.</p> <p>To demonstrate listening by saying the missing word when an adult pauses throughout the story or rhyme</p> <p>To join in with some simple repeated refrains when listening to a very familiar story</p> <p>To listen to a grown up who is helping me take turns by saying "Adam's turn... Sam's turn..."</p> <p>To follow instructions with 3 key words (can you wash dolly's leg?)</p> <p>To pay attention to an activity initiated by an adult for a short period of time</p> <p>To sustain attentive listening when something really interests me.</p>	<p>To listen & enjoy joining in with the actions and vocalisations in familiar nursery rhymes</p> <p>To sit and listen to a short story, taking notice of the different noises that adults make & joining in with some very familiar repeated refrains</p> <p>To listen and responds to a simple instruction</p> <p>To follow and understand simple instructions which involve now & next 'put your coat on & then sit on the carpet', especially is this is reinforced by visuals.</p> <p>To begin to focus on an activity of own choosing without flitting from one area to another</p> <p>To consistently understand and respond to 1 key word instructions e.g. 'stop'</p> <p>To understand simple sentences</p>	<p>To begin to listen to some longer stories with increasing interest & ability to recall some of the main events</p> <p>To follow instructions which have more than one element</p> <p>To listen to others in small groups when the conversation interests them</p> <p>To begin to show an understanding of prepositions</p> <p>To understand and respond to instructions with more than 1 element</p> <p>To answer who, what and where questions accurately</p> <p>To begin to understand and respond appropriately to how & why questions</p> <p>To show an understanding of an increasing</p>	<p>To know all of the words to selected key nursery rhymes</p> <p>To sit and listen to a longer story, anticipating what happen next, recalling the main events & answering questions about the characters</p> <p>To listen carefully to a grown up who is talking during a carpet session</p> <p>To focus on an activity of own choosing for a period of time – staying at an activity until a goal has been reached</p> <p>To understand the prepositions; in, on, under, in-front and behind</p> <p>To answer how and why questions accurately by giving some simple explanations</p> <p>To understand positional language</p>	<p>-Listens carefully within a small group</p> <p>-Follows instructions with two or more elements</p> <p>-Pays attention to an activity of their choice for an appropriate amount of time</p> <p>-Can answer most who, what, when & where questions accurately</p> <p>-Listens carefully to rhymes & stories.</p> <p>-Demonstrates understanding by following instructions/requests.</p> <p>-Answers questions about themselves, their thoughts & their experiences.</p> <p>-Enjoys listening to stories & can talk about what has happened.</p>	<p>-Can pay attention to more than one thing at a time.</p> <p>-Answers how and why questions with detailed responses; explaining their thinking & reasoning.</p> <p>-Responds appropriately with relevant comments or questions when listening to a story.</p> <p>-Asks & answers questions to find out more & check that they understand.</p> <p>-Builds familiarity & understanding with stories which they hear over & over again.</p> <p>-Can retell a familiar story.</p>	<p>-Listens carefully within a whole class situation</p> <p>-Asks & answers questions accurately in response to longer stories</p> <p>-Answers how and why questions with detailed responses; explaining their thinking & reasoning.</p> <p>-Engages with non-fiction books, talks about what they have heard & demonstrates new knowledge and vocabulary.</p>

EYFS Progression Map - Nursery (2-3 years) – Pre-School (3-4 years) – Reception (4-5 years)



		<p>who & what in simple questions</p> <p>To begin to develop pretend play e.g. putting the baby to sleep, driving the car to the shops</p>	<p>To begin to understand and follow stories</p> <p>To show an understanding of who, what & where in simple questions</p> <p>To select objects by name & understand simple commands.</p>	<p>To understand and answer some who, what & where questions accurately</p> <p>To show an understanding of everyday words which are used frequently within the classroom</p>	<p>range of everyday words</p> <p>To begin to understand prepositions such as in, on, under</p>	<p>To show an understanding of a wide range of words, including new words which have been taught</p> <p>To understand and follow a conversation which involves more complex sentences</p>			
Speaking	<p>To put 2 words together</p> <p>To use some different everyday words (nouns, verbs & adjectives)</p> <p>To repeat what adults say during play</p> <p>To begin to communicate my wants & needs (including using gestures or words)</p> <p>To develop the confidence to attempt to communicate</p>	<p>To begin to ask some simple questions</p> <p>To initiate a conversation when I have something important to communicate to you</p> <p>To join in with an adult who is singing a well known rhyme by saying some of the words & copying actions</p> <p>To begin to communicate if they are happy or sad</p>	<p>To speak in sentences which link up to 5 words together</p> <p>To begin to take part in a your turn to talk/my turn to talk style conversation but to jump from topic to topic frequently</p> <p>To begin to talk freely to their peers as they play</p> <p>To sometimes giving eye contact to the speaker during a conversation</p> <p>To begin to talk about very familiar stories</p> <p>To begin to share their ideas,</p>	<p>To show that they are absorbing and learning new words rapidly – can say over 300 words</p> <p>To speak in sentences which link up to 5 words together</p> <p>To begin to develop conversational skills but may still find it difficult to stick to one topic</p> <p>To begin to describe events which have happened</p> <p>To use words to communicate their needs and wants to an adult</p> <p>To feel confident to talk to people who they have secure</p>	<p>To start a conversation with a friend or adult and continue it for many turns</p> <p>To talk in more detail about things which interest me</p> <p>To begin to use more complex sentences as I talk</p> <p>To talk about what is happening and what might happen next as they play</p> <p>To use talk to share their ideas, thoughts and feelings</p> <p>To begin to show that they are absorbing and</p>	<p>To recall a past event in detail and in the correct order</p> <p>To use more complex sentences as they talk and to join my ideas using 'and' & 'because'</p> <p>To respond appropriately to others whilst having a conversation</p> <p>To express a point of view and start to be able to say when they disagree or think something isn't correct</p> <p>To be able to retell a simple story with</p>	<p>-Engages in conversations with adults & children.</p> <p>-Uses talk in their play to explain what they are doing.</p> <p>-Learns new vocabulary and uses it in context throughout the day.</p> <p>-Engages in purposeful conversations with others during play.</p> <p>-Uses a range of vocabulary which reflects their experiences, community & culture.</p> <p>To speak clearly, with most sounds being pronounced correctly</p>	<p>-During conversations, takes into account the listener and can take turns to listen & speak.</p> <p>-Uses detail when expressing ideas or describing feelings & experiences.</p> <p>-Talks about what they have heard & demonstrates new knowledge and vocabulary.</p> <p>-Uses talk to explain how things work &</p>	<p>-Can speak clearly & articulate their ideas and thoughts into well formed sentences.</p> <p>-Uses a good range of vocabulary.</p> <p>-Uses tenses (past, present & future), negatives & plurals with increasing accuracy.</p>

EYFS Progression Map - Nursery (2-3 years) – Pre-School (3-4 years) – Reception (4-5 years)



	with key adults in the room		<p>thoughts and feelings.</p> <p>To begin to remember things which you tell me and then repeat them at a later time.</p>	<p>attachments with within a small group</p> <p>To remember & recall what happened in a story that I have heard lots of times</p> <p>To be able to say some multi-syllabic words</p>	<p>using new vocabulary</p> <p>To begin to use some descriptive language</p> <p>To begin to show an awareness of plurals, pronouns & tenses whilst talking</p>	<p>a clear beginning, middle and end</p> <p>To begin to pronounce most age appropriate speech sounds clearly</p> <p>To begin to have an understanding of grammatical rules when talking (plurals, pronouns & tense)</p>		<p>why they might happen.</p> <p>-Uses talk to work out problems, organise thinking and plan activities.</p>	
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EYFS Progression Map - Nursery (2-3 years) – Pre-School (3-4 years) – Reception (4-5 years)



<u>Personal, Social & Emotional Development</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u> END OF NURSERY	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u> END OF PRE-SCHOOL	<u>Term 7</u>	<u>Term 8</u>	<u>Term 9</u> END OF RECEPTION
Self Regulation	<p>To find some ways to comfort myself when I feel sad</p> <p>To go and find my key adult when I am feeling sad</p> <p>To begin to separate from my adult from home without becoming upset</p>	<p>To say goodbye to my grownup and enter Nursery without becoming upset, most of the time</p> <p>To begin to express positive and negative feelings</p> <p>To show some signs of co-operating with the routines and boundaries in Nursery</p> <p>To use gestures or words to let an adult know that I need some help</p>	<p>To be aware that there are different feelings; happy & sad</p> <p>To talk about things that I like or do not like</p> <p>To begin to regulate my emotions with support from my key adult</p> <p>To begin to tolerate situations when I might not get what I wanted</p> <p>To begin to stick at an activity even if I find it difficult (with support from an adult)</p>	<p>To recognise that there are some things which I should not do</p> <p>To be aware that there are different feelings; happy, sad, scared, angry, worried etc.</p> <p>To show an awareness of the classroom rules</p> <p>To ask an adult if I need some help</p>	<p>To be aware of other children's feelings & be tolerant when things do not go my way.</p> <p>To match a feeling to a picture/situation</p> <p>To usually follow the classroom rules</p> <p>To begin to show resilience and perseverance if I find something difficult, with support from an adult</p>	<p>To talk about feelings, identify how I am feeling and begin to elaborate on why I feel this way</p> <p>To follow the classroom rules, knowing why boundaries are important</p> <p>To begin to realise that my choices and actions can impact the feelings of others</p>	<p>-Can express and talk about their feelings, explaining why they feel a certain way.</p> <p>-Is aware of & responds appropriately to the feelings of others.</p> <p>-Follows the classroom rules most of the time, understanding their sense of responsibility & membership to their class.</p>	<p>-Begins to find solutions to conflicts & rivalries.</p> <p>-Is able to adapt their behaviour to different situations, showing an understanding that that expectations may vary.</p> <p>-Is able to manage their feelings & tolerate situations in which their wishes cannot be met.</p>	<p>-Remembers rules without needing to be reminded.</p> <p>-Seeks way to manage conflict with independence showing an awareness of how to negotiate or compromise.</p>

EYFS Progression Map - Nursery (2-3 years) – Pre-School (3-4 years) – Reception (4-5 years)



Managing Self	To respond when I hear an adult say my name	To put my things on my peg independently	To follow the Nursery routines and manage transitions without becoming distressed	To be aware of and follow the Pre-School routines and transitions	To have a clear idea about what I would like to do during free play	To begin to take responsibility for my own belongings	- To think about what they would like to achieve & select appropriate resources to achieve their goal.	- Shows increasing confidence & self-esteem through taking risks, trying new things & expressing their needs.	- Understands that mistakes are important & shows a willingness to try again after failure. Shows resilience & perseverance in the face of challenge.
	To begin to co-operate with the routines in Nursery	To find my coat independently when I want to play outside	To engage with circle time by sitting down and joining in	To begin to have a better idea of what I would like to do during free play, rather than flitting from area to area	To select the resources I would like to play with & talk about the activities I like or don't like	To play productively during free play and then actively engage in carpet times and short adult led activities	-Is willing to have a go at a task independently before asking for help.	- Sees themselves as a valuable individual & takes pride in their own achievements.	- Recognises & is proud of their belonging in their community & is sensitive to prejudice & discrimination.
	To begin to join the group for snack/singing and story time	To be able to manage some transitions throughout my Nursery session	To use the toilet with increasing independence	To ask an adult if I need some help	To enjoy helping a grown up to complete different jobs/tasks	To know why we have to follow safety rules e.g. walking inside	-Develops a sense of autonomy.	- Can problem-solve and decide how they will resolve a problem when faced with a difficulty.	- Can talk about supporting their own overall health & well-being including; sensible screen-time, good sleep routines & being a safe pedestrian.
	To be able to point to some of my features including me eyes, nose & mouth	To begin so show some awareness and willingness to use the toilet	To wash my hands before snack and after going to the toilet	To independently wash & dry my own hands before snack or after using the toilet	To be able to manage some transitions which may be unusual	To be able to talk about healthy choices regarding food, drink, activity and toothbrushing	- Can use the toilet & wash hands independently.		
		To begin to make choices about what I would like to do during free play	To enjoy trying new things	To use the toilet with increasingly less support from an adult	To begin to show some awareness of healthy choices regarding food, drink, activity and toothbrushing	To independently use the toilet and then wash my hands			

EYFS Progression Map - Nursery (2-3 years) – Pre-School (3-4 years) – Reception (4-5 years)



Building Relationships	<p>To play happily with my key adult & know that they will comfort me if I am feeling sad</p> <p>To watch other children as they play</p> <p>To begin to enjoy being part of a shared experience</p>	<p>To enjoy shared play experiences with other children</p> <p>To enjoy playing alongside other children</p> <p>To begin to establish a relationship with my key adult</p> <p>To begin to build early friendships with some of the other children</p>	<p>To enjoy the company of other children & want to engage with them.</p> <p>To begin to show early signs of empathy if another child is upset</p> <p>To begin to take turns with lots of support from an adult</p> <p>To have built strong relationships with key adults.</p>	<p>To play alongside other children, imitating & copying what others do.</p> <p>To begin to initiate play with others</p> <p>To sometimes manage to take turns with adult guidance to develop an understanding of my turn – your turn.</p> <p>To show some early signs of being aware of other children's differing emotions or perspectives.</p> <p>To begin to build the qualities needed to be a good friend, showing that I can do things which are kind to others</p>	<p>To play with one or more children, beginning to extend & elaborate play ideas.</p> <p>To begin to understand how others may be feeling</p> <p>To show empathy in response to how others are feeling</p> <p>To take turns and share resources with limited adult guidance</p> <p>To begin to understand that my peers might have perspectives that are different to my own</p>	<p>To play confidently within a group of other children, extending & elaborating ideas.</p> <p>To respond to the feelings of other children, showing care and comfort if somebody is upset</p> <p>To begin to notice & ask about differences between themselves & others.</p> <p>To begin to accept & respect difference</p> <p>To demonstrate the qualities and be able to talk about what it means to be a kind friend</p>	<p>-Enjoys playing with a small group of children.</p> <p>-Manages to take turn and share with minimal support.</p> <p>- Is able to extend & elaborate on others' ideas.</p> <p>-Begins to realise the impact of their choices & actions on others.</p> <p>-Shows increasing consideration for other peoples needs.</p>	<p>-Practises skills of negotiation & compromise & may look for help from an adult to help resolve conflicts.</p> <p>-Develops friendships with other children & can understand different points of view.</p>	<p>-Can be flexible & co-operative in response to other children's needs and behaviours.</p> <p>-Can work together effectively & collaboratively with others; knows how to listen, take turns and be considerate.</p>
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EYFS Progression Map - Nursery (2-3 years) – Pre-School (3-4 years) – Reception (4-5 years)



Physical Development	Term 1	Term 2	Term 3 END OF NURSERY	Term 4	Term 5	Term 6 END OF PRE-SCHOOL	Term 7	Term 8	Term 9 END OF RECEPTION
Fine Motor Skills									
Pencil Grip – Pre-Writing Development	<p>Explores using chunky mark making tools (e.g. crayons & paintbrushes)</p> <p>Holds a paintbrush in the palm of their hands and paints freely, without giving meaning to marks.</p> <p>Begins to make marks on a large scale</p>	<p>To enjoy large scale mark making on large sheets of paper & on vertical surfaces</p> <p>To attempt to copy an adult drawing lines and circles</p>	<p>To begin to show increasing control in holding & manipulating mark making tools</p> <p>To begin to draw lines, circles and dots</p>	<p>- Can draw some lines and circles.</p> <p>-Explores holding a range of mark making materials and tools.</p> <p>-Shows increasing control over mark making tools</p>	<p>- Developing and working towards a comfortable pencil grip.</p> <p>-Can draw a circle for a face & add some facial features</p> <p>-Can use large paintbrushes to make purposeful marks.</p>	<p>-Beginning to use a comfortable pencil grip with good control.</p> <p>-Can draw circles and lines to draw a person with a face, body, arms & legs</p> <p>- Can copy some simple shapes and patterns.</p> <p>-Beginning to form some letters.</p> <p>-Can draw circles using both clockwise and anticlockwise movements.</p>	<p>- Beginning to use a comfortable pencil grip with good control.</p> <p>-Can draw closed shapes with continuous lines & use these to represent objects.</p> <p>-Beginning to form some letters.</p> <p>-Beginning to draw with increasing complexity and adds details to pictures.</p>	<p>-Can write most letters correctly.</p> <p>-Can draw with increased control, accuracy and care.</p> <p>-Can competently use small paintbrushes to add details to paintings.</p> <p>- Consistently uses a dynamic tripod grip when drawing and writing.</p>	<p>- Beginning to write in a more fluent and efficient style.</p> <p>-Writes letters correctly, ensuring that they are of an appropriate size</p>
Scissor Skills			<p>Experiences holding child scissors, often with both hands and learns how to open and close them.</p>	<p>--Can open and close the blades when using child scissors.</p> <p>-Begins to make small snips in paper, when an adult is supporting</p>	<p>-Begins to use scissors independently and can make snips with scissors & move the scissors forwards along the paper</p>	<p>-Begins to attempt to cut down a straight line</p>	<p>-Can cut and follow a straight-line using scissors.</p>	<p>-Can cut a curved line and circular shapes using scissors</p>	

EYFS Progression Map - Nursery (2-3 years) – Pre-School (3-4 years) – Reception (4-5 years)



	<p>To begin to engage in messy/sensory play</p> <p>To hold a cup with two hands when drinking</p> <p>To play with play-doh, using my hands to manipulate it</p> <p>To correctly complete a ring stacking game, stacking from largest to smallest</p> <p>To push my arms through my coat when an adult holds it up</p>	<p>To enjoy taking part in messy/sensory play; exploring the different materials with my hands</p> <p>To play with different size stacking toys & shape sorters</p> <p>To do up a zip with support</p> <p>To join interlocking toys (e.g. duplo)</p> <p>To turn the pages of a sturdy book</p>	<p>To do up a zip with increasing independence</p> <p>To be able to thread large, easy to grasp objects</p> <p>To successfully stack up to 5 blocks to build a tower</p> <p>To join and separate interlocking toys (e.g. duplo)</p> <p>To correctly position the pieces on an insert puzzle</p> <p>To have a good go at putting on wellies & coats independently, asking for help if I need it</p> <p>To experience using a knife, fork and spoon to eat a meal</p>	<p>- Can hold and pour water from jugs and cups.</p> <p>-Can balance blocks to build a small tower.</p> <p>-To confidently thread large, easy to grasp objects</p> <p>- Can shape and mould malleable materials using hands.</p> <p>-Can accurately position puzzle pieces.</p>	<p>-To begin to be able to thread smaller objects</p> <p>-Can pull a zip up after an adult has started it.</p> <p>-Can use a spoon effectively for scooping up food.</p> <p>-Can put on coat and wellies independently</p> <p>-Demonstrates sufficient arm and shoulder strength by showing they are able to move hands and fingers without the need to move shoulders.</p>	<p>-Can shape and mould malleable materials using fingers & tools.</p> <p>-Can open and close containers, such as tubs</p>	<p>-Develop small motor skills so that they can use a range of tools competently, safely & confidently.</p> <p>-Can shape and mould malleable materials using tools</p>	<p>-Can use fingers to unfasten buttons on clothes.</p>	<p>- Can use a knife and fork together to cut up and eat food.</p> <p>-Can use fingers to fasten buttons on clothes.</p>
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EYFS Progression Map - Nursery (2-3 years) – Pre-School (3-4 years) – Reception (4-5 years)



Gross Motor Skills	Movement								
	-To walk around Nursery with developing co-ordination, starting and stopping safely -Enjoys running but is unable to navigate around obstacles very well. -Is able to move around on different surfaces	-Enjoys running outside and begin to be aware of obstacles which I might need to move around -Uses large muscle movements to wave streamers & flappers -Walks with developing co-ordination and can carry a toy at the same time. -Can crawl through a tunnel.	-Can stop and start safely when walking around Nursery. -To jump into the air with both feet leaving the ground & to jump forwards a short distance -Enjoys rolling for fun.	-Runs on whole foot and avoids obstacles most of the time. - Imitates bilateral movements of arms & legs (e.g. putting arms up in the air together.)	- Experiments with a range of different ways of movements (jumping, running, climbing, crawling.) -Can walk on tip-toe. -Begins to move around obstacles & negotiate space when running - Beginning to show a preference for a dominant hand/leg/foot. - Can use large muscle movements for tasks; painting, mark-making, dancing etc.	-Walks forwards & backwards. -Marches, swinging arms & bending knees.	-Walks & runs negotiating space, avoiding obstacles & changing direction accurately. -Runs in & out of cones confidently. -Can walk & run on tip-toe. -Walks forwards, backwards, left & right. - Can walk on tiptoes. - Shows a preference for a dominant hand/leg/foot	-Gallops confidently negotiating space, avoiding obstacles & changing direction accurately. -Controls speed & direction according to space available. - Can move confidently in a variety of ways; skipping, hopping, jumping, running, climbing, crawling etc. -Can move sideways & backwards in a range of ways	-Skips & hops confidently negotiating space, avoiding obstacles & changing direction accurately. -Can do a controlled roll; points toes & keeps arms & legs straight. -Can travel confidently & skilfully under, over, around and through equipment.
Gross Motor Skills	Balancing								
	-Sits comfortably on a chair with both feet on the ground	-Sits on the carpet for short periods of time To climb around low-level apparatus-	-Bends knees to squat with steadiness & can rise back up without using hands. -Walks over a plank on the floor, may hold the hand of an adult.	-Can stand on one foot momentarily	-Can sit on a chair to complete an activity. -Can spin around without falling over.	-Walks along a narrow line on the floor. -Begins to walk across a narrow beam, but may still need to hold the hand of an adult	-Can stand on one foot for a short period of time -Can spin around in both directions without falling over. - Can use core muscle	-Can stand still and hold a balance for a few seconds. -Can walk over a plank/ balance beam with some support.	-Can walk over a plank/balance beam independently.

EYFS Progression Map - Nursery (2-3 years) – Pre-School (3-4 years) – Reception (4-5 years)



<p>Jumping</p>	<p>-Jumps up into the air with both feet leaving the floor from a standstill position.</p>	<p>-Jumps forwards a short distance.</p>	<p>-Bends knees to squat with steadiness & can rise back up without using hands. -Begins to gain confidence when jumping off a low surface e.g. a step.</p>	<p>-Can jump on the spot with two feet together.</p>	<p>-Can jump with their legs apart. -Jumps forwards, backwards & sideways.</p>	<p>-Attempts some movements which involve jumping – hopping, skipping, galloping etc. -Begins to gain confidence when jumping from a higher surface.</p>	<p>strength to achieve good posture when sitting</p>	<p>-Explores different ways of jumping; star jumps, tuck jumps etc. -Can jump a distance forward – taking off with feet together & landing on both feet at the same time.</p>	<p>-Can jump over an object and land with both feet together on the ground. -Joins in with skipping rope games and attempts to jump over a moving rope. -Can skip and hop.</p>
	<p>Climbing</p>	<p>-Can climb onto a chair, turn, sit down and get down again safely.</p>	<p>-Can climb around easy low level apparatus.</p>		<p>-Begins to climb on more complex apparatus – e.g. main playground climbing frame & rope – sometimes may seek support from an adult.</p>	<p>-Becomes more confident to climb on higher apparatus & has an awareness for safety. -Can climb down from climbing apparatus with minimal adult support.</p>	<p>-Confidently climbs up more complex apparatus.</p>	<p>-Confidently climbs on higher apparatus and can safely climb down.</p>	<p>-Shows skill in moving around the outdoor climbing equipment; masters a range of climbing activities demonstrating the core strength & co-ordination required.</p>

EYFS Progression Map - Nursery (2-3 years) – Pre-School (3-4 years) – Reception (4-5 years)



Ball Skills	<ul style="list-style-type: none"> - Enjoys playing with a range of balls. -Attempts to throw a ball in a random direction. 	<ul style="list-style-type: none"> -Explores rolling balls along the floor. -Uses both hands to hold a large ball on the midline of the body. 	<ul style="list-style-type: none"> -Enjoys practising to kick a range of resources e.g. balloons, balls etc. 	<ul style="list-style-type: none"> -Catches a large ball by hugging it into the body. 	<ul style="list-style-type: none"> -Begins to bounce and catch a large ball with some consistency. -Walks forward in order to kick a large ball. 	<ul style="list-style-type: none"> -Kicks a ball towards a target. -Begins to strike an object with a large, wide bat. 	<ul style="list-style-type: none"> -Bounces & catches a large ball consistently. -Catches a beanbag. -Can kick a ball at a target. 	<ul style="list-style-type: none"> -Catches a medium sized ball from a short distance. -Begins to throw a ball at a target with greater accuracy. -Can throw a ball underarm -Begins to kick a ball around an obstacle course. -Begins to kick a ball to a partner in different directions. 	<ul style="list-style-type: none"> -Shows an awareness of good catching technique; body is stable, slight lean forward, eyes focused and watching the ball, feet placed apart, knees softly bent. - Can catch a ball that has been bounced -Catches different types of balls & objects. -Plays simple games involving throwing, catching and kicking. -Becomes more skilful when moving a ball with a bat.
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EYFS Progression Map - Nursery (2-3 years) – Pre-School (3-4 years) – Reception (4-5 years)



Literacy	Term 1	Term 2	Term 3 END OF NURSERY	Term 4	Term 5	Term 6 END OF PRE- SCHOOL	Term 7	Term 8	Term 9 END OF RECEPTION
Comprehension	<ul style="list-style-type: none"> -To enjoy sharing a book whilst 1:1 with an adult -To turn the pages of a book 	<ul style="list-style-type: none"> -To enjoy listening to a short, simple story when sitting within a small group -To pay attention to a short, simple story & begin to respond to the pictures and words -To begin to notice pictures & symbols in books 	<ul style="list-style-type: none"> -To have a favourite book -To begin to develop play around stories, sometimes with encouragement & support from an adult -To begin to repeat words & phrases from familiar stories, when prompted by an adult 	<ul style="list-style-type: none"> - Enjoys looking at a range of reading materials - Listens to and joins in with stories and poems, when reading one-to-one and in small groups - Points out colours, pictures, characters, words etc. when sharing a story with an adult -Begins to be able to name the characters in a story -Can sometimes repeat key words or phrases from familiar stories 	<ul style="list-style-type: none"> - Begins to recognise some 'book language' e.g. 'once upon a time...' - Begins to be aware of the way stories are structured - Begins to guess what might happen next in a simple story -Can name the characters in a story & begins to be able to discuss some of their characteristics -Confidently repeats words or phrases from familiar stories 	<ul style="list-style-type: none"> -Engage in extended conversations about stories, learning new vocabulary. - Can explain why they like/don't like a certain book - Begins to tell own stories based on experiences. -Can name the characters in a book, describe some of their characteristics and explain why they think they're a good or bad character -Is beginning to show an awareness of the front cover, back cover, title & author 	<ul style="list-style-type: none"> - Develop play around their favourite stories using props. -Enjoys looking at books independently & group story times. - Talks about events and principal characters in stories and suggests how the story might end - Can point out the front & back cover and predict what the story might be about by using the pictures - Can point out the books title & author 	<ul style="list-style-type: none"> - Asks questions about a book, makes comments and links, and shares their own ideas - Engage in extended conversations about stories, showing understanding of new vocabulary. - Enjoy an increasing range of books and stories. -Listens attentively, makes predictions and discusses events & characters. - Understands the difference between fiction & non-fiction books 	<ul style="list-style-type: none"> - Retells familiar stories using their own words (including recently introduced vocabulary) in the correct sequence. - Responds to questions about a story in order to; recall main points, sequence, explain how or why something is happening and to say what a character may be thinking, saying or feeling. - Can re-enact the structure of simple stories in play using words, gestures and actions.

EYFS Progression Map - Nursery (2-3 years) – Pre-School (3-4 years) – Reception (4-5 years)



<p>Word Reading</p>	<p>-To notice print in books when it is pointed out by an adult</p>	<p>-To begin to notice print in books</p>	<p>-To notice their name, with support from an adult</p> <p>-To begin to show an early understanding that print carries meaning</p>	<p>-Identifies text in a book or in the environment</p> <p>-Begins to understand that print carries meaning and can have different purposes.</p> <p>-Recognises the first letter in their name</p>	<p>-Has a simple understanding that we read English text from left to right and top to bottom.</p> <p>-Begins to spot words which rhyme</p> <p>-Begins to suggest words which rhyme</p> <p>-Begins to count or clap syllables in a word.</p> <p>-Reads their own name</p>	<p>-Begins to match words with the same initial sound</p> <p>-Begins to identify the first sound in a word</p> <p>-Listens to an adult orally segment a CVC word and begins to blend the sounds to say the word</p> <p>- Reads a few individual letters by saying the correct sounds for them</p> <p>-Can spot and suggest words which rhyme</p> <p>-Can count or clap the syllables in a word</p>	<p>-Understands that text carries meaning, is read from top to bottom & left to right</p> <p>- Can hear & identify the first sound in CVC words</p> <p>-Can read some set 1 single letter sounds</p> <p>-Can hear & identify the final and middle sounds in CVC words</p> <p>-Can orally segment CVC words</p> <p>-Can orally blend CVC words</p> <p>-Can read most set 1 sounds</p> <p>-Begins to blend single-letter sound words (word time 1.1.-1.4)</p>	<p>-Can read all set 1 sounds speedily</p> <p>-Blends to read words which contain special friends (word time 1.5 & 1.6).</p> <p>-Reads short ditty stories.</p> <p>-Securely reads words containing all set 1 sounds.</p> <p>-Begins to read words containing 4/5 word sounds & consonant blends (word time 1.6 & 1.7).</p> <p>-Reads some common exception words.</p> <p>-Reads red story books.</p>	<p>-Read most set 2 sounds.</p> <p>-Read more common exception words.</p> <p>-Read green story books</p> <p>-Read all set 2 sounds</p> <p>-Reads words containing set 2 sounds</p> <p>-Builds speed when reading words containing set 1 sounds.</p> <p>-Reads green or purple story books.</p>
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EYFS Progression Map - Nursery (2-3 years) – Pre-School (3-4 years) – Reception (4-5 years)



<p>Writing</p>	<ul style="list-style-type: none"> -To enjoy exploring how to make marks with a range of different materials -To explore mark making as a sensory experience -To see the connection between the actions they do & the resulting marks they make 	<ul style="list-style-type: none"> -To use mark making tools to make random marks, often without attaching any meaning -To understand that the marks I make are important and valued 	<ul style="list-style-type: none"> -To give meaning to their marks when drawing, even if what is on the page does not resemble what they say it is -To being to understand that the marks I make have meaning & can be used to communicate my thoughts & ideas -To begin to start copying some simple shapes, including lines & circles 	<ul style="list-style-type: none"> - Makes marks freely in their play -To notice that I can make marks for different purposes (writing lists, messages etc.) -To understand that there is a difference between writing and drawing -To make marks that have meaning to themselves, even if the marks do not resemble what they are intended to represent - Begins to show a preference for a dominant hand. -Can copy the first 3 pre-writing shapes (horizontal lines, vertical lines & circles) 	<ul style="list-style-type: none"> - Enjoys drawing freely & gives meaning to their drawings. - Develops hand & finger strength to hold a chunky crayon or pencil comfortably & with control - To begin to imitates the act of writing – wavy lines & separate marks – does not necessarily include recognisable letters -Can copy the first 7 pre-writing shapes (horizontal lines, vertical lines & circles, crosses, squares, diagonal lines) 	<ul style="list-style-type: none"> -Uses mark-making tools with more control and shows a preference for a dominant hand -Writing within play begins to resemble letters although these may not be formed correctly -Can copy all 9 pre-writing shapes (horizontal lines, vertical lines & circles, crosses, squares, diagonal lines, crosses, triangles) - Attempts to write some very familiar letters correctly, e.g. from their name - Can write their name 	<ul style="list-style-type: none"> -Shows preference for a dominant hand - Can write their name - Forms some letters correctly; starting in the right place & moving in the right direction - Begins to write a letter to represent the initial sound in a word - Understands that when writing a sequence of letters to make a word/phrase, they write from left to right. -Begins to orally segment & then write CVC words with some adult support 	<ul style="list-style-type: none"> -Writes CVC words - Can write some simple spellings correctly - Can form most letters correctly – is aware of ascenders & descenders - Writes simple phrases -Is aware of the need to leave a space between words - Makes phonetically plausible attempts at writing more complex words - Has their own ideas for writing & can orally compose what they would like to write before attempting to write it 	<ul style="list-style-type: none"> - Writes short sentences - Uses finger spaces - Can write some capital letters - Uses punctuation within sentences – capital letters & full stops -Forms all letters correctly & sitting in the correct place on a line. - Begins to link ideas & independently write longer sentences. - Re-reads what they have written to check that it makes sense.
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EYFS Progression Map - Nursery (2-3 years) – Pre-School (3-4 years) – Reception (4-5 years)



Mathematics	Term 1	Term 2	Term 3 END OF NURSERY	Term 4	Term 5	Term 6 END OF PRE- SCHOOL	Term 7	Term 8	Term 9 END OF RECEPTION
Number & Numerical Patterns	<p>To enjoy listening to & joining in with number rhymes & songs</p> <p>To push objects through shape sorters & fit shapes onto puzzles with support from an adult</p> <p>To explore & enjoy early capacity by filling and emptying containers</p>	<p>To enjoy sorting objects into groups & respond to words like 'lots & more'</p> <p>To show an interest in watching adults model how to line up & count a small group of objects</p> <p>To understand when something has all gone</p> <p>To enjoy a range of number rhymes which count both up & down</p> <p>To begin to explore & make arrangements with different objects</p> <p>To enjoy fitting & posting objects into spaces</p> <p>To begin to show an interest in size & weight</p> <p>To begin to use the language of size</p>	<p>To be able to say when they have lots of an item</p> <p>To begin to say number names but without real meaning</p> <p>To begin to notice numerals in the environment</p> <p>To enjoy exploring freely with objects, placing them into different containers & separating them in different ways</p> <p>To complete shape sorters & puzzles independently</p> <p>To show an awareness of when a container is full or empty</p> <p>To independently explore resources which are different heights, lengths & widths</p> <p>To say when something is big or small</p>	<p>-Recognise colours red, blue, yellow, green, purple</p> <p>-Recognise matching buttons & matching shoes</p> <p>-Match prints that are the same size, shape, colour</p> <p>-Sort objects by size, colour & shape</p> <p>-Number 1 & 2 : subitising, counting, numeral matching</p> <p>-Patterns: AB colour patterns & ABC patterns</p>	<p>-Number 3: subitising, counting, numeral matching, composition</p> <p>-Recognise triangles</p> <p>-Number 4: subitising, counting, numeral matching, composition</p> <p>-Recognise squares & rectangles</p> <p>-Number 5: subitising, counting, numeral matching, composition</p> <p>-Recognise pentagons</p> <p>-Counting 6</p> <p>-Introducing a 10 frame</p> <p>-Tall, long & short</p> <p>-Mass – heavier or lighter. Introducing balance scales.</p> <p>-Capacity – Full or empty & comparing containers</p>	<p>-Sequencing – rhymes, routines & stories</p> <p>-Position – on, under, in, out, in front, behind</p> <p>-Comparing groups – more than, fewer than</p> <p>-2D shapes – circles, triangles, squares, rectangles</p> <p>-3D shapes – cubes, cuboids, cylinders, spheres,</p> <p>-Number composition</p> <p>-What comes after?</p> <p>-What comes before?</p> <p>-Numbers to 5</p>	<p>-Count objects, actions, and sounds.</p> <p>-Subitise (1-5)</p> <p>-Matching.</p> <p>-Sorting & Comparing</p> <p>-Comparing amounts (1-5)</p> <p>-Comparing size, mass & capacity</p> <p>-Exploring pattern</p> <p>- Represent, compare and explore the composition of numbers to 5</p> <p>-Understand the difference between circles, triangles and 4- sided shapes.</p> <p>-Use positional language</p> <p>-Find one more and one less</p>	<p>Subitise</p> <p>Begin to understand time: Night and day</p> <p>Compare numbers to 5</p> <p>Composition of 4 and 5</p> <p>Compare mass and capacity</p> <p>Composition of 6, 7 and 8</p> <p>Make pairs</p> <p>Combine 2 groups</p> <p>Length and Height</p> <p>Time</p> <p>Composition of 9 and 10</p> <p>Compare numbers to 10</p> <p>Number bonds to 10</p>	<p>Subitise</p> <p>3D shapes</p> <p>Patterns</p> <p>Build numbers beyond 10</p> <p>Count patterns beyond 10</p> <p>Spatial reasoning</p> <p>Adding more</p> <p>Taking away</p> <p>Doubling</p> <p>Sharing and grouping</p> <p>Even and odd</p> <p>Spatial reasoning</p> <p>Deepening understanding</p> <p>Patterns and relationships</p>

EYFS Progression Map - Nursery (2-3 years) – Pre-School (3-4 years) – Reception (4-5 years)



Understanding the World	Term 1	Term 2	Term 3 END OF NURSERY	Term 4	Term 5	Term 6 END OF PRE-SCHOOL	Term 7	Term 8	Term 9 END OF RECEPTION
<p>Past & Present (History Links)</p> <p>The Natural World (Science Links)</p> <p>People, Cultures & Communities (Geography Links)</p>	<p>-Enjoys looking at photographs of their family</p> <p>-Enjoys exploring outside and will show an adult something interesting that they have found</p>	<p>-Recognises and names members of their family (family book/display)</p> <p>-Points to themselves on a photograph</p> <p>-Begins to engage in activities linked to key celebrations (Christmas, Easter, Diwali, Chinese New Year.)</p> <p>-Names different animals and know the sounds they make</p> <p>-Enjoys exploring the natural world in different weather conditions and across the 4 seasons</p> <p>-Can name and locate areas of the Nursery classroom & outdoor area – pegs, toilets, carpet area, mud kitchen etc.</p>	<p>-Recognises and names some of the adults and children in the room</p> <p>-Begins to engage in simple domestic role play linked to things they have seen adults do at home</p> <p>-Begins to understand the concept of now & next</p> <p>-Begins to talk about their own family</p> <p>-Explores collections of objects linked to different seasons</p> <p>-Uses some simple vocabulary to describe the weather conditions</p> <p>-Begins to be aware of different clothes needed for different weather conditions</p>	<p>-Can name & talk about immediate family members & pets</p> <p>-Can sequence family members by name & size/age (baby, child, adult)</p> <p>-Listens to stories about key historical figures (linked to Guy Fawkes – Bonfire Night & soldiers – Remembrance Day)</p> <p>-Begins to understand that some things happened a long time ago</p> <p>-Talks about memories of special times (asking families to share photos of special events/celebrations e.g. celebrating their birthday for children to talk about)</p> <p>-Understands the concept of now/next</p> <p>-Enjoys exploring the natural world using their senses</p> <p>-Begins to name different weather conditions.</p> <p>-Begins to talk about seasons – knows that</p>	<p>-Understands now/ next/ before/ after</p> <p>-Knows that they live in Skelmersdale & they go to Delph Side school (linked to writing letters to the Easter Bunny to tell him where to find us)</p> <p>-Begins to talk about seasons – knows that in Winter, the weather gets colder and it might snow.</p> <p>-Names the weather conditions each day.</p> <p>-Explores watching materials changing from one state to another (ice melting)</p> <p>-Explores watching materials changing from one state to another (chocolate melting – making chocolate crispy cakes for Easter)</p> <p>-Visits 'The Forest' - names things that they can see in the natural world</p> <p>-Begins to understand the</p>	<p>-Can talk about how they have changed as they have grown (linked to growing topic – ask families to send baby photos)</p> <p>-Explores old & new photos of the seaside (donkey rides – fairground rides, transport etc.)</p> <p>-Begins to talk about seasons – knows that in Spring some plants start to grow and some baby animals are born.</p> <p>-Begins to talk about seasons – knows that in Summer the weather gets warmer. Knows that when it is sunny they need to wear a hat and apply sunscreen.</p> <p>-Can talk about some of the differences in the natural world across the 4 seasons</p> <p>-Experiences planting seeds & caring for growing plants</p>	<p>-Talks about members of their immediate family & community</p> <p>-Can name & describe people who are familiar to them</p> <p>-Can talk about some of the similarities & differences in relation to their own family & other peoples families</p> <p>-Can talk about past & upcoming events with their family</p> <p>-shows an interest in different occupations (Neil Armstrong astronaut- whatever next) soldier (remembrance)</p> <p>-Names & orders the 4 seasons</p> <p>-Can identify what you need to wear in each season & why</p>	<p>-Comments on images of familiar situations in the past.</p> <p>-Compares & contrast events from the past</p> <p>-Shows an interest in different occupations (Palaeontologist)</p> <p>-Compares & contrast events from the past</p> <p>-Understands & can describe the effect of the changing seasons on the natural world</p> <p>-Describes what they see, hear & feel whilst outside</p> <p>-Can compare different materials & explore how they can change</p> <p>-Makes observations of animals, explains why things occur & can talk about changes</p> <p>-Can talk about life cycles</p>	<p>-Shows an interest in different occupations (Postman-meerkat mail)</p> <p>-Developing an understanding of growth & changes over time (Jigsaw)</p> <p>-Names & orders the 4 seasons</p> <p>-Can identify what you need to wear in each season & why</p> <p>-Knows what a map is used for</p> <p>-Draws information from a simple map</p> <p>-Recognises some similarities & differences between life in England & life in other countries</p> <p>-Recognises some environments that are</p>

EYFS Progression Map - Nursery (2-3 years) – Pre-School (3-4 years) – Reception (4-5 years)



				<p>in Autumn, some leaves change colour and fall from the trees.</p> <p>-Explores watching materials changing from one state to another (making cupcakes to celebrate Birthdays topic)</p> <p>-Names & explores materials (linked to The Three Little Pigs)</p> <p>-Knows that there are different countries in the world & begins to use a world map to find them (linked to Diwali)</p> <p>-Begins to talk about the place where they live (house/flat etc.)</p> <p>-Engages in role play, imitating everyday actions from own family life</p> <p>-Enjoys joining in with customs & routines</p>	<p>need to respect & care for the natural environment & living things</p> <p>-Doctors/Vets role play area – exploring how to care for humans/animals</p> <p>-Knows that there are different countries in the world & begins to use a world map to find them (linked to Chinese New Year)</p> <p>-Creates road maps for fire engines/police cars. Can name a road, roundabout, traffic light, zebra crossing.</p> <p>-Can use some basic geographical vocabulary to refer to: forest, river, cave (linked to Bear Hunt)</p> <p>-Looks at Skelmersdale on a map (linked to Easter Bunny letters)</p> <p>-Begins to be aware of & is able to name some different occupations</p> <p>-Knows that there are places of worship.</p>	<p>-Begins to understand the life cycle of a plant</p> <p>-Helps to care for animals (caterpillars & butterflies)</p> <p>-Begins to understand the life cycle of an animal</p> <p>-Can name some differences between plants & animals</p> <p>- Uses a wide vocabulary to describe what they can see in the natural world</p> <p>-Explores different forces & can talk about how they feel</p> <p>-Explores floating and sinking (linked to pirates)</p> <p>-Looks at a map and knows that water is blue and land is green.</p> <p>-Begins to create simple maps (creating a map to show where they found pirate treasure)</p> <p>-Develops positive attitudes about the differences between themselves & others</p>	<p>-Makes observations of plants, explains why things occur & can talk about changes</p> <p>-Knows what a map is used for</p> <p>-Draws information from a simple map. (Rudeys windy christmas)</p> <p>-Knows some of the things that make them unique (Jigsaw)</p> <p>-Recognises that some people have different beliefs & celebrate special times in different ways</p>	<p>-Shows care & concern for living things in the environment</p> <p>- Can name & use their 5 senses</p> <p>- Names & orders the 4 seasons</p> <p>-Can identify what you need to wear in each season & why</p>	<p>different from the one in which they live</p> <p>-Is aware that there are different countries in the world</p> <p>-Understands the effect their behaviour can have on their environment</p> <p>- Begins to understand the difference between human & physical features</p>
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EYFS Progression Map - Nursery (2-3 years) – Pre-School (3-4 years) – Reception (4-5 years)



Expressive Art & Design	Term 1	Term 2	Term 3 END OF NURSERY	Term 4	Term 5	Term 6 END OF PRE- SCHOOL	Term 7	Term 8	Term 9 END OF RECEPTION
Art DT Music Imaginative Play	<p>Explores using chunky mark making tools (e.g. crayons & paintbrushes)</p> <p>Holds a paintbrush in the palm of their hands and paints freely, without giving meaning to marks.</p> <p>Begins to make marks on a large scale</p> <p>Shows an interest in playdoh</p> <p>Enjoys listening to music</p> <p>Explores making different sounds with musical instruments</p> <p>Begins to notice and copy what adults and other children are doing</p>	<p>Engages in exploration of different media and materials</p> <p>Explores paint using fingers, hands, brushes</p> <p>Explores printing with hands, feet, fruit, vegetables, natural objects etc.</p> <p>Explores playdoh & begins to squeeze, pat & stretch it</p> <p>Explores how to make sounds with their body (clapping hands, stamping feet etc.)</p> <p>Begins to develop very early pretend play skills e.g. pretends to answer a pretend phone</p>	<p>Names the colours red, blue, green & yellow</p> <p>Explores making marks by rolling objects in paint (balls, marbles, cars etc.)</p> <p>Explores creative experiences, including painting and gluing alongside an adult</p> <p>Begins to understand that tools can be used for a purpose (e.g. paintbrushes/ glue spreaders)</p> <p>Notices patterns with strong contrasts</p> <p>Begins to use tools, such as rolling pins to manipulate playdoh</p> <p>Moves and dances when they hear music</p> <p>Begins to copy things they have seen an adult do, e.g. pretends to pour a cup of tea and drink it</p>	<p>-Uses pre-made paint freely & is able to name colours</p> <p>-Enjoys exploring paint using hands/fingers/paint brushes</p> <p>-Makes marks, drawing lines & circles</p> <p>-Begins to draw some enclosed spaces & starts to give meaning to marks, even if the marks do not resemble what they say they do</p> <p>-Uses glue sticks & spatulas with support</p> <p>-Adds different materials to develop creations (tissue paper, feathers, pompoms etc.)</p> <p>-Builds towers by stacking objects</p> <p>-Cookery – birthday cupcakes</p> <p>-Joins in with singing a range of nursery rhymes</p> <p>-Enjoys joining in with singing & exploring instruments</p> <p>-Explores playing instruments quietly, loudly, fast and slowly</p>	<p>-Can hold thin and thick paintbrushes effectively and use them to paint</p> <p>-Begins to create enclosed spaces using lines & circles whilst painting</p> <p>-Can draw a circle for a face & add some facial features</p> <p>-Draws simple representations of people (using circles & lines)</p> <p>-Attempts to draw things that they are looking at (observational drawings)</p> <p>-Begins to understand that in order to print, they must press down carefully & then lift off the printing tool</p> <p>-Explores glue sticks & PVA glue</p> <p>-Uses Andy Goldsworthy to inspire their own art work (using natural materials)</p> <p>-Uses Vincent Van Gogh to inspire their own art work (sunflowers)</p>	<p>-Explores what happens when they mix primary colours whilst painting</p> <p>-Attempts to paint simple representations of people/objects using a range of shapes</p> <p>-Can draw a person with a recognisable head, body, arms & legs</p> <p>-Draws simple representations of things that they observe</p> <p>-Draws simple things from memory</p> <p>-Explores printing with a range of tools including fruit, large blocks /sponges etc.</p> <p>-Explores glue sticks & PVA glue</p> <p>-Uses Claude Monet to inspire their own art work (seaside landscapes)</p> <p>-Cookery – Gingerbread biscuits (linked to</p>	<p>-Can hold a paintbrush effectively & use it to make marks and simple representations.</p> <p>-Is able to mix primary colours to make secondary colours. colour/shade</p> <p>-Can draw a simple face/person & use colours to represent their features.</p> <p>-Begins to add detail to drawings of people (limbs, additional facial features etc.)</p> <p>-Can draw a range of everyday objects/living things</p> <p>-Prints with small resources (sponges, fruit, shapes etc.)</p> <p>-Can use glue sticks & PVA glue independently.</p>	<p>-Can use thin paintbrushes to add detail.</p> <p>-Can use paint to colour match a specific</p> <p>-Adds white or black paint to alter shades</p> <p>-Can draw a range of everyday objects/living things</p> <p>-Begins to add detail to drawings</p> <p>-Prints with small resources (sponges, fruit, shapes etc.)</p> <p>-Manipulates clay/dough (rolls, cuts, squashes, pinches, twists etc.)</p> <p>-Joins two items using glue & tape.</p> <p>-Can decide & describe which way of joining two items would be best depending on materials etc.</p> <p>-Joins two items using string or ribbon</p>	<p>-Creates detailed pictures using a variety of painting methods & creates detailed drawings of a wide range of subjects.</p> <p>-Can draw a range of everyday objects/living things</p> <p>-Begins to add detail to drawings</p> <p>-Manipulates clay/dough (rolls, cuts, squashes, pinches, twists etc.)</p> <p>-Joins two items using glue & tape .</p> <p>-Can decide & describe which way of joining two items would be best depending on materials etc.</p> <p>-Joins two items using string or ribbon</p>

EYFS Progression Map - Nursery (2-3 years) – Pre-School (3-4 years) – Reception (4-5 years)



				<p>-Moves to music</p> <p>-Enjoys playing with familiar domestic role play</p> <p>-Enjoys playing with simple small world</p>	<p>-Cookery – fruit kebabs (linked to The Very Hungry Caterpillar) & chocolate nest cakes (Easter)</p> <p>-Explores clay/dough (linked to Owl Babies)</p> <p>-Begins to join materials to make simple models</p> <p>-Uses a range of media and materials to create simple representations (linked to emergency vehicles)</p> <p>-Copies basic actions</p> <p>-Enjoys singing familiar songs and nursery rhymes within a group</p> <p>- Attempts to play an instrument in time to a piece of music</p> <p>-Enjoys playing with more unfamiliar role play settings (e.g. doctors/vets)</p> <p>-Begins to retell familiar events though small world play</p>	<p>the Gingerbread Man)</p> <p>-Builds simple models including walls, a roof, windows, a door.</p> <p>-Begins to describe textures (smooth, bumpy etc.)</p> <p>-Builds walls to create enclosed spaces</p> <p>-Begins to listen & attempt to copy & join in with a simple beat using an instrument</p> <p>-Beginning to name some instruments (drum, tambourine, maraca, triangle)</p> <p>-Begins to participate in small world play related to simple stories</p>	<p>-Manipulates clay/dough (rolls, cuts, squashes, pinches, twists etc.)</p> <p>-Builds something, they can give meaning to.</p> <p>-Participates in small world play related to familiar stories</p>	<p>-Builds models which replicate something in the real world.</p> <p>-Thinks about how they could improve their creations</p> <p>-Can use a variety of construction kits to build & create.</p> <p>-Begins to watch a short musical/dance performance & give their opinion</p> <p>-Can copy a simple repeated rhythm.</p> <p>-Uses own first-hand experiences to develop simple narratives into imaginative play.</p>	<p>-Can use loose parts to build & create</p> <p>-Can explain how they made something by giving verbal instructions</p> <p>-Selects own instruments & plays in time to music</p> <p>-Can change tempo & dynamics whilst playing music</p> <p>-Uses imagination to develop own storylines into imaginative play</p> <p>-Enhances imaginative play with resources that they pretend are something else.</p>
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