**EYFS Progression Map 2023-2024**

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| **Term 1** | | **Term 2** | | **Term 3** | | | **Term 4** | **Term 5** | | | | **Term 6** |
| **NB: These themes may be adapted at various points to allow for children’s interests to flow through the provision** | | | | | | | | | | | | |
| **Here I Am**  Starting school / my new class / New Beginnings  Our school environments/maps  Staying healthy / Food / Human body  How have I changed?  My family / PSED focus  What am I good at?  How do I make others feel?  Life for my parents/grandparents  Being kind / staying safe  Seasonal changes: Autumn | | **Bright Lights (Christmas)**  Diwali  Christmas Lists  Letters to Father Christmas/ The Nativity  Light investigations  Christmas in the past | | **Winter Wonderland**  Hibernation  Seasonal changes: Winter  Melting icecaps  Polar Animals  Habitats  Ice investigations | | | **Our World**  Animals around the world  Climates /  Around the world Arts and crafts  Habitats  Houses from around the world  Our village and maps  People who help us | **Step Outside**  Seasonal changes: Spring  Insect/plants life-cycles  Caterpillars in class  Looking after the environment  Planting | | | | **Beside the Sea**  Fossils – Mary Anning  Dinosaur extinction  Marine life  Plastic pollution  Seaside in the past  Compare: Now and then!  John Miller’s seascapes |
| **Drivers:** Tolerance, Community and Perseverance | | **Drivers:** Community, Legacy and Tolerance | | **Drivers:**  Enquiry Resilience and Perseverance | | | **Drivers:**  Tolerance and Community; Sustainability and Enquiry | **Drivers:** Sustainability, Community and Enquiry | | | | **Drivers:** Sustainability, Legacy and Enquiry |
| **Christian Value:**  **Thankfulness** | | **Christian Value:**  **Respect** | | **Christian Value:**  **Compassion** | | | **Christian Value: Courage** | **Christian Value:**  **Forgiveness** | | | | **Christian Value:**  **Perseverance** |
| **Assessment Opportunities** | | | | | | | | | | | | |
| Analyse Nursery Assessments  In-house - Baseline data on entry  National Baseline data by end of term  RWI Assessments | On-going formative assessments  Baseline analysis  Pupil progress meetings  Parents’ evening info  In house moderation  RWI phonic Assessments | | On-going formative assessments  RWI phonic Assessments | | | On-going formative assessments  Pupil progress meetings  Parents’ evening info  RWI Assessments | | | Cluster moderation  Trust moderation  RWI Assessments | | RWI Assessment  Sims Tracker data  EOY data | |
| **Parental Involvement** | | | | | | | | | | | | |
| Home visits / Parents Evening  Harvest Assembly  Phonics workshop  Tapestry | Nativity  Book at Bedtime  Reading Workshop  Tapestry | | Tapestry | | | Tapestry  Parents’ evening | | | Tapestry | | Tapestry  New Parents’ Induction | |
| **Areas of Learning** | | | | | | | | | | | | |
| **Personal, Social and Emotional Development** | | | | | | | | | | | | |
| New Beginnings  See themselves as a valuable individual.  Being me in my world  Develop class charter: rights and responsibilities  Supporting children to build relationships  Recognising own emotions. | Getting on and falling out.  Self - Confidence  Build constructive and respectful relationships.  Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. | | Learning about qualities and differences  Identify and moderate their own feelings socially and emotionally: encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios | | Relationships  What makes a good friend?  Healthy me Celebrating differences  Looking after animals  Looking After our Planet  Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on | | | Looking after others  Friendships  Show resilience and perseverance in the face of challenge.  Discuss why we take turns, wait politely, tidy up after ourselves and so on. | | Taking part in sports day - winning and loosing.  Changing me  Look how far I've come!  Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. | | |
| **Communication and Language**  **Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, stories, singing, Pie Corbett T4W actions, assemblies and Talk Through Stories.** | | | | | | | | | | | | |
| Settling in activities  Making friends  Children talking about experiences that are familiar to them  Rhyming and alliteration  Sharing facts about me!  Shared stories  Model talk routines through the day. For example, arriving in school: “Good morning, how are you?” | Develop vocabulary  Talk Through Stories  retelling stories  Story language  Listening and responding to stories through partner talk.  Following instructions  Taking part in discussion beginning to use ‘I See, I Think, I Wonder’ | | Using language with increasing complexity  Retell a story with story language  Ask questions to find out more and to check understanding  Listen to and talk about stories to build familiarity and understanding.  Learn rhymes, poems and songs. | | Describe events in detail  Understand how to listen carefully and why listening is important.  Sustained focus when listening to a story in whole class groups. | | | Talk about books with increasing depth of understanding.  Listen carefully in larger groups (eg assembly) | | Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containingphotographs and pictures, for example, places in different weather conditions and seasons or the past. | | |
| **(Vocabulary development linked to topic/Talk Through Stories and interests)** | | | | | | | | | | | | |
| **Physical Development (*All these ideas will be revisited each term. Children need time to practice and consolidate).***  **Gross Motor** | | | | | | | | | | | | |
| Climbing – outdoor equipment  Different ways of moving to be explored with children  Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. | Ball skills- throwing and catching.  Crates play- climbing.  Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers. | | Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking  Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.  Dance / moving to music | | Balance- children moving with confidence  dance related activities  Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.  Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. | | | Obstacle activities  children moving over, under, through and around equipment  Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.  Dance / moving to music | | Races / team games involving gross motor movements  dance related activities  Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. | | |
| **Fine Motor** | | | | | | | | | | | | |
| Threading, cutting, playdough,  Manipulate objects with good fine motor skills  Draw lines and circles using gross motor movements  Hold pencil/paint brush beyond whole hand grasp  Pencil Grip | Threading, cutting, playdough, clay.  Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand  Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. | | Threading, cutting, playdough.  Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control  Encourage children to draw freely.  Holding Small Items /  Button Clothing /  Cutting with Scissors | | Threading, cutting, weaving, playdough,  Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed | | | Threading, cutting, playdough,  Develop pencil grip and letter formation continually  Use one hand consistently for fine motor tasks  Cut along a straight line with scissors /  Start to cut along a curved line, like a circle / Draw a cross | | Threading, cutting, weaving, playdough,  Form letters correctly  Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture  Start to draw pictures that are recognisable /  Build things with smaller linking blocks, such as Duplo or Lego | | |
| **Literacy**  **Comprehension** | | | | | | | | | | | | |
| Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book  Sequencing familiar stories through the use of pictures and actions to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary. | Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Retelling of stories.  Sequence story – use vocabulary of beginning, middle and end.  Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.  Enjoys an increasing range of books  Talk Through Stories | | Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read  Talk Through Stories | | | Stories from other cultures and traditions  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day  Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.  They develop their own narratives and explanations by connecting ideas or events  Talk Through Stories | | | Information leaflets about insects in the garden/plants and growing.  Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.  Plants life-cycles.  Parents reading stories  Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.  Talk Through Stories | | Can draw pictures of characters/ event / setting in a story  Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.  Make predictions  Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.  Sort books into categories.  Talk Through Stories | |
| **Traditional Tales -**The Little Red Hen  The Gingerbread Man  **Core Texts:** The Colour Monster  Ruby’s Worry  Here’s A Little Poem  Pattan’s Pumpkin  Owl Babies  Lucy and Tom’s Christmas  **Other Key Texts:**  GoodBye Summer, Hello Autumn  The Colour Monster  My Family and Me  Colour and Me  Rama and Sita  **Talk Through Stories:** | | | **Traditional Tales:** The Three Little Pigs  **Core Texts:** Winter Sleep  Blue Penguin  Iris and Isaac  The Great Race  Handa’s Surprise  Egg Drop  **Other Key Texts:**  One Day on Our Blue Planet…in the Savannah (non-fiction)  A Gift for Amma  Handa’s Hen  Anna Hibiscus  **Talk Through Stories:** | | | | | **Traditional Tales-** Jack and the Beanstalk  **Core Texts:** Omar, The Bees and Me  The Storm Whale  Duffy’s Lucky Escape  Somebody Swallowed Stanley  Mary Anning  The Girl and the Dinosaur  **Other Key Texts:**  Yucky Worms (non-fiction)  One Day on our Blue Planet…in the Ocean Surprising Sharks (non-fiction)  **Talk Through Stories:** | | | | |
| **Literacy**  **Word Reading** | | | | | | | | | | | | |
| Phonic Sounds: RWI Set 1 whole class  Reading: Initial sounds, oral blending, reciting known stories, listening to stories with attention and recall.  Help children to read the sounds speedily. This will make sound-blending easier | Phonic Sounds:  Set 1 RWI groups  Reading: Blending CVC words, rhyming, alliteration, knows that print is read from left to right.  Show children how to touch each finger as they say each sound. For common exception words such as ‘the’ and ‘I’, help childrenidentify the sound that is tricky to spell.Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. | | Phonic Sounds: Set 1 RWI groups. Rhyming strings, common theme in traditional tales, identifying characters and settings.  Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, fish.  Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. | | Phonic Sounds: Set 2 RWI groups  Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience.  Provide opportunities to read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.  Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. | | | Phonic Sounds: Set 2 RWI groups.  Reading: Internal blending, naming letters of the alphabet. Distinguishing capital letters and lowercase letters.  Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’ adding them as red words. | | Phonic Sounds: Set 2 RWI  groups  Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.  End of term assessments  Transition work with Year 1 staff  Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. | | |
| **Literacy**  **Writing** | | | | | | | | | | | | |
| Repeating and formulating oral sentences. Writing initial sounds in word. Orally blending and segmenting words. | Hearing and writing initial sounds in words. Writing CVC words. Making lists and simple labels. | | Hold a sentence in memory for writing. Writing CVCC/CCVC words. Beginning to write simple captions/phrases (eg red bus) | | | Writing longer sentences for a purpose which can be read by writer (eg: I can…) | | | Begin to write more complex sentences (using ‘and’) and to use full stops. Begin to write words with set 2 sounds. | | Use set 2 sounds in sentences. Begin to use capital letters full-stops and use finger spaces. Begin to write longer narrative using first and then. | |
| **Maths** | | | | | | | | | | | | |
| **Getting to know you (2 weeks - baseline)**  •Establish maths through routines (tens frame bus, daily counting)  Match, Sort & Compare  •Match objects  •Match pictures and objects  •Identify a set  •Sort objects to a type  •Explore sorting techniques  •Create sorting rules  •Compare amounts  Talk about measure and patterns  •Compare size  •Compare mass  •Compare capacity  •Explore simple patterns  •Copy and continue simple patterns  •Create simple patterns | **It’s Me 1, 2, 3**   * Find 1, 2 and 3 * Subitise 1, 2 and 3 * Represent 1, 2 and 3 * 1 more * 1 less * Composition of 1, 2 and 3   **Circles and triangles**   * Identify and name circles and triangles * Compare circles and triangles * Shapes in the environment * Describe position   **1, 2, 3, 4, 5**   * Find 4 and 5 * Subitise 4 and 5 * Represent 4 and 5 * 1 more * 1 less * Composition of 4 and 5 * Composition of 1-5   **Shapes with 4 sides**   * Identify and name shapes with 4 sides * Combine shapes with 4 sides * Shapes in the environment * My day and night | | **Alive in 5**   * Introduce zero * Find 0 to 5 * Subitise 0 to 5 * Represent 0 to 5 * 1 more * 1 less * Composition * Conceptual subitising to 5   **Mass and Capacity**   * Compare mass * Find a balance * Explore capacity * Compare capacity   **Growing 6, 7, 8**   * Find 6, 7 and 8 * Represent 6, 7, and 8 * 1 more * 1 less * Composition of 6, 7 and 8 * Make pairs-odd and even * Double to 8 (find a double) * Double to 8 (make a double) * Combine 2 groups * Conceptual subitising   **Length, Height and Time**   * Explore length * Compare length * Explore height * Compare height * Talk about time   Order and sequence time. | | **Building 9 and 10**  •Find 9 and 10  •Compare numbers to 10  •Represent 9 and 10  •Conceptual subitising to 10  •1 more  •1 less  •Composition to 10  •Bonds to 10 (2 parts)  •Make arrangements of 10  •Bonds to 10 (3 parts)  •Doubles to 10 (find a double)  •Doubles to 10 (make a double)  •Explore even and odd  Explore 3D shapes (2 weeks)  •Recognise and name 3D shapes  •Find 2D shapes within 3D shapes  •Use 3D shapes for tasks  •3D shapes in the environment  •Identify more complex patterns  •Copy and continue patterns  •Patterns in the environment | | | **To 20 and beyond**   * Build numbers beyond 10 (10-13) * Continue patterns beyond 10 (10-13) * Build numbers beyond 10 (14-20) * Continue patterns beyond 10 (14-20) * Verbal counting beyond 20 * Verbal counting patterns   **How many now?**   * Add more * How many did I add? * Take away * How many did I take away?   **Manipulate, compose and decompose**   * Select shapes for a purpose * Rotate shapes * Manipulate shapes * Explain shape arrangements * Compose shapes * Decompose shapes * Copy 2D shape pictures   Find 2D shapes within 3D shapes | | **Sharing and grouping**   * Explore sharing * Sharing * Explore grouping * Grouping * Even and odd sharing * Play with and build doubles   **Visualise, build and map**   * Identify units of repeating patterns * Create own pattern rules * Explore own pattern rules * Replicate and build scenes and constructions * Visualise from different positions * Describe positions * Give instructions to build * Explore mapping * Represent maps with models * Create own maps from familiar places * Create own maps and plans from story situations   **Make connections**   * Deepen understanding   Patterns and relationships | | |
| **Understanding the World and Festivals** | | | | | | | | | | | | |
| Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.  Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.  Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.  Navigating around our classroom and outdoor areas. Create treasure maps/hunts to find places/ objects within our learning environment.  Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations. Long ago – How time has changed. Using cameras. | Can talk about what they have done with their families during Christmas’ in the past. Show photos of how Christmas used to be celebrated in the past. Talking about occupations and how to identify strangers that can help them when they are in need. | | Making sense of different environments and habitats (Arctic and Antarctic and Climate change)  Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see  Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.  After close observation, draw pictures of the natural world, including animals and plants | | | Use texts to explore different countries. Explore a range of different animals linked to the countries. Can children make comments on the weather, culture, clothing, housing Making sense of different environments and habitats (Savannah and Jungle and Deforestation)  Look at the difference between houses in this country and those of other countries. Encourage the children to make simple comparisons.  Make simple maps of our village. Encourage the children to use navigational language.  Can children talk about their homes and what there is to  do near their homes?  Look out for children drawing/painting or constructing their homes.  Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons.  Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? | | | Create opportunities to discuss how we care for the natural world around us.  Change in living things – Changes in the leaves, weather, seasons,  Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.  Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate.  Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.  Look for children incorporating their understanding of the seasons and weather in their play. | | To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.  Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil and link to seaside long ago –  Materials: Floating / Sinking – boat building Metallic / non-metallic objects  Making sense of different environments and habitats (ocean and plastic pollution)  Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. | |
| Learning about self: body, feelings, family, community -**Science Link**  Explore school environment- **Geography Link**  Growing up/family history -**History link**  Seasonal changes - **Science Link**  light investigations -**Science link**  Celebrations: Harvest, Bonfire night, Diwali, Christmas | | | Seasonal changes -**Science Link**  Polar explorers now and in the past -**History link**  Ice investigation  hibernation and animal habitats-**Science Link**  contrasting environments (polar regions, Africa, India, China) -**Geography Link**  Explore local environment/maps- **Geography Link**  Celebrations: Chinese New Year, Shrove Tuesday, Easter | | | | | **UW-:**  animal/plant life cycles - **Science Link**  Seasonal changes -**Science Link**  Seasides now and in the past**-**  **History link**  Beaches in the UK and abroad – **Geography Link**  floating and sinking investigations - **Science Link**  transitions and change | | | | |
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| **RE:** Where do we belong?  Which Times are special? **(Incarnation)** | | | **RE:** Which stories are special?  Our Special World **(Creation)** | | | | | **RE:** Which people are special?  Which places are special? **(Salvation)** | | | | |
| **Expressive Arts and Design** | | | | | | | | | | | | |
| Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.  Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did.  Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas.  **Artist focus: Van Gogh and Bridget Riley**. | Collage owls. Listen to music and make their own dances in response.  Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems   The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.  Role Play Parties and Celebrations. Role Play of The Nativity  **Artist focus: Van Gogh**. | | Children will be encouraged to select the tools and techniques they need to assemble materials that they are using Designing homes for hibernating animals.  Use different textures and materials to make houses for the three little pigsMaking lanterns, Chinese writing, puppet making, Chinese music and composition. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. | | Learn a traditional African song and dance and perform it / Encourage children to create their own music.  Junk modelling, houses, bridges boats and transport. Explore African art and Indian block printing.  Exploration of other countries – dressing up in different costumes.  Making houses. Pastel drawings, printing, creating on Easter cards.  **Artist focus: Henri Rousseau** | | | Make different textures; make patterns using different colours  Children will explore ways to protect the growing of plants by designing scarecrows. Pastel drawings, watercolours, Life cycles, Flowers-Sun flowers. Provide a wide range of props for play which encourage imagination.  **Artist focus: Claude Monet** | | Sand pictures / Rainbow fish collages  Lighthouse designs  Paper plate jellyfish  Puppet shows: Provide a wide range of props for play which encourage imagination.  Salt dough fossils  Water pictures, collage, shading by adding black or white, colour mixing for beach huts,  Colour mixing – underwater pictures  **Artist focus: John Miller** | | |
| In Reception, we have an overall outline of topics and experiences, however, we also link our learning to the children’s interests. Through our observations during child-initiated play, we are able to identify areas of interests and we incorporate them into our planning accordingly. We also take into consideration current local and world event events (eg: Olympic games). | | | | | | | | | | | | |