

EYFS Progression Map						
Year Group	Autumn		Spring		Summer	
Topic	Who am I?	What happens at night?	Can you make it work?	Where do animals live?	What can we do to help?	How do things change?
Nursery	 <p>Pip and Posy and the New Friend Owl Babies How do Dinosaurs go to School? The Family Book My Dadima Wears a Sari The Feelings Book Anna Hibiscus Song The Girl with the Parrot on her Head Stone Soup</p>	 <p>Pip and Posy and the Bedtime Frog Peace at Last Mog on Fox Night A Little Bit Brave The Night Box Day and Night Night Monkey, Day Monkey Pip and Posy and the Scary Monster Celebrations and Special Days Katy and the Starry Night</p>	 <p>Rosie Revere Engineer What do you do with an idea? The Most Magnificent Thing Dreaming Up The Three Little Pigs Paper Dolls The North Wind and the Sun The Very Busy Spider The Magic Paintbrush Titch</p>	 <p>Peter Rabbit Book of Bones Maps Walking through the Jungle Handa's Surprise Arctic habitats</p>	 <p>The Enormous Turnip The Little Red Hen Benjamin Bunny and The Tale of Mrs Tittlemouse The Smartest Giant in Town The Lion and the Mouse Horton Hears a Who Last Stop on Market Street Dogger Kind</p>	 <p>Growing Up Pip and Posy and the Super Scooter Tree From Seed to Sunflower The Tiny Seed Lifecycles Tad The Lorax Wangari's Trees of Peace The Street Beneath My Feet Starting School Oh the Places You'll Go!</p>
Reception	 <p>Brown Bear, Brown Bear, What Do You See? How Do Dinosaurs Go to School? The Family Book</p>	 <p>We're Going on a Bear Hunt Jolly Christmas Postman Little Red Riding Hood</p>	 <p>Whatever Next! Aliens Love Underpants Q Pootle 5</p>	 <p>The Teeny Weeny Tadpole The Very Hungry Caterpillar Jack and the Beanstalk</p>	 <p>The Three Little Pigs The Great Paper Caper Company Shalloon Summer</p>	 <p>Amelia Bedelia's Best Apple Pie Good Enough to Eat The Gingerbread Man</p>

Personal, Social & Emotional Development	<p>By the end of Autumn term: <u>Nursery</u> Children will have a sense of the EYFS/school routines and boundaries. Children will show awareness of others' feelings and needs. Children will invite friends to play during explorer time and break time.</p> <p><u>Reception</u> Children will talk about and explain the school routines and boundaries. Children will respond to others' feelings using language to articulate their feelings. Children will organise games and make plans to play with other children or independently.</p>	<p>By the end of Spring term: <u>Nursery</u> Children will cope with unexpected changes to their routine. Children will begin to solve problems and gain more independence, for example using a sand timer to regulate. Children will feel comfortable approaching friends and joining in.</p> <p><u>Reception</u> Children will adapt behaviour when familiar routines change. Children will modulate emotions and change behaviour to move forward. Children will suggest solutions, use peace pathways. Children will know how to give socially appropriate response when new events take place.</p>	<p>By the end of Summer term: <u>Nursery</u> Children will follow rules and boundaries. Children will show a concern for others. Children will wash and dry their hands independently and dress and undress independently.</p> <p><u>The Early Learning Goal is achieved in Reception if:</u> Children will have a good understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Children will give focused attention to what the teacher says responding appropriately even when engaged in an activity and show the ability to follow instructions involving several actions. Children will be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. Children will manage their own basic hygiene and personal needs, including dressings, going to the toilet, and understanding the importance of healthy food choices. Children will be able to play cooperatively and take turns with others. Children will form positive attachments to adults and friendships with peers.</p>
Communication & Language	<p>By the end of Autumn term: <u>Nursery</u> Children will listen and join into songs and rhymes. Children will use words to make their needs and interests known. Children will listen and talk in a familiar small group adding to dialogue.</p> <p><u>Reception</u> Children will join in and anticipate key rhymes, repetition, and events in a story. Children will ask questions so that needs are met. Children will listen and talk and ask questions in 1:1 or in a small group adding to and maintaining dialogue.</p>	<p>By the end of Spring term: <u>Nursery</u> Children will listen and join in with stories, songs, and rhymes. Children will shift attention to explore a self-chosen line of enquiry. Children will talk to each other attending to dialogue in small groups.</p> <p><u>Reception</u> Children will act out stories in detail in play alone or with others after listening to them. Children will talk fluently using conventional grammar in play and conversation. Children will develop two channelled attention. Children will ask meaning of new words and use them in their own speech.</p>	<p>By the end of Summer term: <u>Nursery</u> Children will make plans and describe them to others. Children will use past, present and future tenses accurately. Children will engage in forwards and backwards of conversation – asking and answering questions.</p> <p><u>The Early Learning Goal is achieved in Reception if:</u> Children will listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Children will hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Children will participate in small group, class and one-to-one discussions, offering their ideas, using recently introduced vocabulary.</p>

<p>Physical Development</p>	<p>By the end of Autumn term: <u>Nursery</u> Children will manipulate tools and equipment using quadruped grasp. Children will climb stairs one foot at a time using alternate feet focusing on balance. Children will communicate their self-care needs and manage these with some support.</p> <p><u>Reception</u> Children will draw a recognisable house, den or tent. Children will climb ladders, treehouses and climbing frames and run and walk on tiptoe. Children will take active care to be clean and dry all day, wiping, flushing, and washing their hands after using the toilet.</p>	<p>By the end of Spring term: <u>Nursery</u> Children will use equipment to manipulate other equipment/materials (tweezers, screwdrivers, scissors). Children will balance, jump, hop and run. Children will use pedals and other moving equipment. Children will begin to dress themselves and follow self-care routines.</p> <p><u>Reception</u> Children will use a knife and a fork competently. Children will plan and build constructively outside and inside. Children will use tripod grip when holding a pencil. Children will use tools with intent and more control to create desired modelled outcome.</p>	<p>By the end of Summer term: <u>Nursery</u> Children will use a knife to cut with support and supervision. Children will hop and balance on one foot and climb ladders and trees. Children will stand, walk and run on tiptoe. Children will ride tricycles using pedals and with sense of space, turning efficiently.</p> <p><u>The Early Learning Goal is achieved in Reception if:</u> Children will negotiate space and obstacles safely with consideration for themselves and others. Children will move energetically, such as running, jumping, dancing, hopping, skipping and climbing, whilst demonstrating strength and balance and coordination. Children will hold a pencil effectively in preparation for fluent writing -using the tripod grip in almost all cases. Children will use a range of small tools, including scissors, paint brushes and cutlery.</p>
<p>Literacy</p>	<p>By the end of Autumn term: <u>Nursery</u> Children will talk about familiar stories and use resources retell stories. Children will show some concepts of print in play by rotating books and turning pages. Children will recognise letters of significance in the environment. Children will make marks developing letter like shapes and varied forms.</p> <p><u>Reception</u> Children will tell their own stories. Children will orally blend and segment 3 and 4 sound words. Children will recognise and write the names and sounds of the letters of the alphabet. Children will use letters and letter like shapes to write short words and attempt longer words. Children will read the first 20 common exception words.</p>	<p>By the end of Spring term: <u>Nursery</u> Children will use resources to engage with and play favourites using story talk. Children will show some concepts of print in play by using pictures to read. Children will begin to give meaning to the marks they make. Children will use printed resources to gain information.</p> <p><u>Reception</u> Children will make up and tell their own stories. Children will orally blend and segment 4 and 5 sound words. Children will know all single sounds and frequently appearing digraphs. Children will read and write very simple sentences. Children will read the first 50 common exception words and be able to write the first 5.</p>	<p>By the end of Summer term: <u>Nursery</u> Children will recognise and write their own name. Children will make messages for others through mark making, painting, and drawing. Children will hear the initial sound in words and segment and blend CVC words. Children will read books, reciting a passage of a familiar text when turning pages and looking at pictures.</p> <p><u>The Early Learning Goal is achieved in Reception if:</u> Children will demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Children will say a sound for each letter in the alphabet and read words and simple sentences with their phonic knowledge, including some common exception words. Children will be able to write recognisable letters with most correctly formed. Children will write simple phrases and sentences that can be read by others.</p>
<p>Maths</p>	<p>By the end of Autumn term: <u>Nursery</u> Children will attach numbers to 3 reliably in their play. Children will recognise numbers of significance in the environment. Children will fill and empty containers, selecting tools for purposes and talking about process/making observations.</p>	<p>By the end of Spring term: <u>Nursery</u> Children will attach numbers to 4 reliably in their play. Children will act out the exchange of objects, cards, and money in their play. Children will use positional language and use tools to measure. Children will show awareness of the purpose of number in their everyday life.</p>	<p>By the end of Summer term: <u>Nursery</u> Children will name shapes and use shapes to make pictures. Children will begin to recite numbers beyond 10. Children will handle numbers to 4 counting 1:1 correspondence. Children will discuss the maths children see in the world and in their own games.</p>

	<p>Reception Children will attach numbers to 5 reliably in their play. Children will subitise numbers to 4. Children will observe composition of number talking about the numbers within each number. Children will name simple shapes in play.</p>	<p>Reception Children will recall number bonds to 5. Children will be able to estimate and use non-standardised units of measure independently to find out how tall, short, heavy an object is. Children will use prepositions correctly in relation to place (under, in, on, above, next to, in between) Children will know even and odd numbers to 10.</p>	<p>The Early Learning Goal is achieved in Reception if: Children will have a deep understanding of numbers to 10, including the composition of each number. Children will subitise up to 5 and automatically recall number bonds to 5 and some to 10. Children will verbally count beyond 20 and recognise when a quantity is greater than or less than or the same as the other quantity. Children will represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p>Understanding the world</p>	<p>By the end of Autumn term: Nursery Children will spontaneously share special times and experiences. Children will explore light, sounds and technology. Children will share interesting things they have learned.</p> <p>Reception Children will talk about and describe the world around them. Children will recognise and talk about similarities and differences. Children will discuss familiar celebrations and talk about times and events that are important to them and their friends.</p>	<p>By the end of Spring term: Nursery Children will create expressions of their favourite things. Children will re-try and repeat to solve problems or practice a new skill. Children will remember and share interesting things they have found out or learned.</p> <p>Reception Children will make observational drawings and paintings of animals. Children will talk about places they have visited and things they have seen. Children will talk about places they have heard about and would like to go in the future. Children will talk about where animals live in relation to maps and climate.</p>	<p>By the end of Summer term: Nursery Children will talk about how they have grown and changed. Children will show an interest in new information and ask questions to find out more. Children will tell others newly learned facts. Children will develop their own fascinations.</p> <p>The Early Learning Goal is achieved in Reception if: Children will talk about the lives of the people around them and their roles in society. Children will know some similarities and difference between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Children will understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p>Expressive Arts and Design</p>	<p>By the end of Autumn term: Nursery Children will select and manipulate and experiment with a wide range of media and materials to create desired effects. Children will watch and copy techniques and ideas in their own way.</p> <p>Reception Children will draw recognisable people and houses and simple animals. Children will draw plans for construction. Children will select materials and tools for purpose. Children will dress up and use and create or imagine props during make believe play.</p>	<p>By the end of Spring term: Nursery Children will use different media and materials with understanding to create desired effects. To create representations that can be explained or identified.</p> <p>Reception Children will make observational drawings and paintings using new tools and materials. Children will talk about colour, shape, and form choices. Children will share creations and talk about the process. Children will perform songs, stories and dances to music which is often in time.</p>	<p>By the end of Summer term: Nursery Children will dress up and engage in make believe play. Children will build inside and outside or purpose with carefully chosen tools and materials.</p> <p>The Early Learning Goal is achieved in Reception if: Children will safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. Children will make use of props and materials when role playing characters in narratives and stories. Children will perform songs, rhymes, poems and stories with others and when appropriate try to move in time with music. Children will invent, adapt and recount narratives and stories with peers and their teachers.</p>