

**EYFS Progression map
Nursery**

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Rolling Program 1 | | | | | | |
| Theme | Marvellous Me! | Woodland Wonders | Once upon a time Nur- Traditional tales | People That Help Us | Dinosaur Adventure | A trip to the Seaside |
| Key Texts | 10 Little fingers and 10 little toes, Houses, Every house on every street, Colour monster, The large family, George's tooth, Marvellous me, The family book, Elmer Funnybones: pets | The very helpful hedgehog, The Gruffalo, Autumn, Going on a leaf hunt, Owl babies, Rosie's walk, Leaf man, Old McDonald, Elves and the Shoemaker, Jolly postman | Traditional tales- 3 little Pigs, Little Red Riding Hood, Goldilocks and the Three Bears, Gingerbread Man, Ugly Duckling, There Billy Goats Gruff Hansel and Gretel, And Nursery rhymes, | Topsy and Tim, Zog, Emergency, Highway Rat, Clarabella's teeth, The firetruck, Diggers, | Dinosaur roar, How to grow a dinosaur, Stinkysaurus, Harry and his bucket full of dinosaurs, Dinosaur stomp, Dinosaur diner, Saturday night at the dinosaur stomp, Mad about dinosaurs, Am I yours? | What the ladybird heard at the seaside, Snail and the whale, Sharing a shell, Bright Stanley, The fish who could wish, Rainbow fish, Sally and the limpet, Commotion in the ocean, Billy's bucket |
| Key vocabulary | Simple body parts and counting them- Arms, legs, head, hand, feet, eyes, mouth, nose, hair, colours, Feelings- happy, sad, worried, angry, scared | Leaf, Acorn, Conker, Colours, Tree, Sun, Rain, Wind, Thunder, Lightning, Snow, Season names, Christmas, Celebrations, Presents | Characters- Girl, animals, boy Settings- farm, field, woods, house Key objects- Basket, house, gingerbread, duckling, goat, baking vocabulary, Once upon a time, Happily ever after | Police, firefighters, dentist, nurse, doctors, injection, ambulance, teachers, builders, car, fire engine, hat, coat, ladder, hose, water, fire, carer, | Dinosaur names- stegosaurus, triceratops, diplodocus, T-Rex, pterodactyl, herbivore, carnivore, meat, plants Teeth, tail, claws, spikes, horns, plates, jaws | Sea, beach, shell, limpet, sand, sun, rock pool, waves, water, sea creature names, boat, lighthouse, light, sunscreen, hat, glasses, towel, |

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| <p>Communication and language (Prime Area)</p> | <p>-I can sit in a group and listen for short periods of time</p> <p>-I can listen to new vocabulary used during discussions, songs and stories</p> <p>-I can listen to songs, rhymes and stories</p> | <p>-I can anticipate words, phrases and events in stories and rhymes</p> <p>-I can communicate my needs, wants and interests</p> <p>-I can understand and follow simple instructions E.g. Get your coat and line up at the door</p> | <p>-I can share my ideas with others during carpet times and discussion</p> <p>-I can use longer sentences with 4 to 6 words</p> <p>-I can learn to listen and respond appropriately with relevant comments, questions or actions</p> | <p>-I can have a conversations with friends and adults for many returns</p> <p>-I can use language to make friends, to share ideas and experiences, to give explanations</p> <p>-I can work with friends to engage in pretend play</p> | <p>-I can understand simple 'why ' questions and discuss answers given</p> <p>-I can learn and use new vocabulary relating to topics</p> <p>-I can use my communication skills to share ideas but may use the wrong tense e.g. swimmmed</p> | <p>-I can use appropriate story language to re-enact/re-tell simple and familiar stories</p> <p>-I can use the new vocabulary I have learned throughout the year</p> <p>-I can share my point of view and debate with others</p> |
| <p>PSED (Prime Area)</p> | <p>-I can separate from my main carer</p> <p>-I can show an interest in others and use my social skills to play alongside others</p> <p>-I can start to use the names of others</p> <p>-I can follow classroom routines</p> <p>-I can use the toilet and wash my hands</p> <p>-I can show awareness of feelings such as happy/sad</p> | <p>-I can select and use activities and resources, with help when needed</p> <p>-I can work with support to achieve a goal</p> <p>-I can develop a sense of responsibility and community by learning how to look after the classroom and each other</p> | <p>-I can show more confidence in new social situations</p> <p>-I can talk about and model how to share and take turns with others</p> <p>-I can make healthy choices about food, drink, activity</p> <p>- I can talk about the importance of brushing my teeth and washing to keep myself clean</p> | <p>-I can learn to play with one or more children, building up and extending play ideas</p> <p>-I can work cooperatively and share ideas with peers</p> <p>-I can explore the provision within the setting, checking in with adults if needed</p> | <p>-I can talk about my feelings using a wider range of words E.g. 'happy', 'sad', 'angry' or 'worried'</p> <p>-I can remember classroom rules</p> <p>-I can help others and show kindness to other children in our school</p> | <p>-I can find solutions to conflicts and rivalries and suggest other ideas</p> <p>-I can talk about moving up into Reception and the changes that will happen</p> <p>-I can explore the provision confidently</p> <p>-I can use the toilet and wash my hands independently</p> |

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| Physical (Prime Area) | (Moving in a range of ways/ Sticky kids) | (Dance) | (Moving around objects/bike skills) | (Gymnastics) | (Games and ball skills) | (Sports and moving in a range of ways) |
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| | <p>-I can move safely around the environment and begin to be aware of other children</p> <p>-I can change speed and direction (name games, jelly bean game)</p> <p>-I can explore different ways of moving</p> <p>-I can start to draw lines and circles using gross motor movements E.g. using scales, streamers, ribbons, paint brushes, chinks</p> | <p>-I can begin to use and remember a sequence and patterns of movement, which is related to music and rhythm (Dance)</p> <p>-I can match my developing physical skills to tasks and activities E.g. deciding whether to crawl, walk or run across a plank</p> <p>-I can choose the right resources to carry out my own plan E.g. choosing a spade to enlarge a small hole</p> <p>-I can use one-handed tools correctly E.g. making snips in paper</p> | <p>-I can move around during obstacle activities</p> <p>-I can move in a range of ways including on bikes and scooters</p> <p>-I can balance on one leg by hopping, skipping and climbing stairs</p> <p>-I can hold a pencil between thumb and two fingers, no longer using whole hand</p> | <p>-I can balance using apparatus</p> <p>-I can move along the apparatus in different ways such as walking backwards and sideways crawling or sliding etc</p> <p>-I can jump off an object and land appropriately</p> <p>-I can collaborate with others to manage large items, such as moving a long plank safely, carrying large blocks</p> <p>-I can use one-handed tools correctly with increasing control</p> | <p>-I can show control over a ball by rolling, throwing, catching, kicking and dodging different size balls</p> <p>-I can move my body to help to catch and throw balls</p> <p>I can use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>-I can manipulate objects with good fine motor skills and control using equipment</p> | <p>-I can take part in team games and work on using space effectively to play racing games</p> <p>-I can get dressed, undressed, put on my coat, zip it up or unzip it</p> <p>-I can use a comfortable grip with good control when holding pens and pencils</p> <p>-I can start to eat independently and begin to learn how to use a knife and fork</p> |

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| Literacy (Specific Area) | <p>-I can turn pages in books</p> <p>-I can make marks and discuss them</p> <p>-I can start oral blending through games</p> <p>-I can sing rhymes/songs</p> <p>-I can start to explore that we read English from left to right</p> <p>-I can count or clap syllables in a words</p> | <p>-I can notice prints in the environments such as signs or logos</p> <p>-I can repeat words and phrases from familiar stories and rhymes</p> <p>-I can add some marks to my drawings to represent 'writing'</p> <p>-I can continue to work on oral blending</p> <p>-I can explore alliteration</p> | <p>-I can begin to learn and use new vocabulary from stories and rhymes</p> <p>-I can sequence simple/familiar stories E.g. describing what happens at the beginning, middle and end of the story</p> <p>-I can discuss the names of different parts of a book</p> <p>-I can make more accurate marks</p> | <p>-I can recognise and understand that print has meaning and purpose</p> <p>-I can make symbolic marks (Letter like shapes, some recognisable letters from my name)</p> <p>-I can continue to orally blend and segment sounds in words</p> <p>-I can ask questions about books</p> <p>-I can start to work on oral segmenting through games</p> | <p>-I can spot and suggest rhymes</p> <p>-I can recognise words with the same initial sound, such as mud and mummy</p> <p>-I can start to write my own name</p> <p>-I can orally blend and segment the sounds in words with more confidence</p> <p>-I can make comments and share my own ideas about books</p> | <p>-I can make marks and write for a range of purposes E.g. Writing shopping lists, recipes, posters, pictures, letters</p> <p>-I can make marks confidently using lines and shapes to enclose spaces</p> <p>-I can orally blend and segment words</p> |
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| <p>Maths (Specific Area)</p> | <p>-I can sort and match objects describing similarities and differences, depending on colour, size and pattern</p> <p>-I can recognise and describe patterns in the environment E.g. stripes, spots etc,</p> <p>-I can recognise similarities and differences in objects/ pictures relating to positional language</p> <p>-I can count and recite number names 1-5</p> <p>-I can join in with number rhymes and songs and represent numbers using my fingers</p> <p>-I can explore 2D shapes</p> | <p>-I can sort and match objects describing similarities and differences, depending on colour, size and pattern</p> <p>-I can recognise and describe patterns in the environment E.g. stripes, spots etc,</p> <p>-I can recognise similarities and differences in objects/ pictures relating to positional language</p> <p>-I can count and recite number names 1-5</p> <p>-I can join in with number rhymes and songs and represent numbers using my fingers</p> <p>-I can explore 2D shapes</p> | <p>-I can recognise and copy simple ABAB patterns</p> <p>-I can use my knowledge of 2D shapes in the construction area and combine them to make new shapes</p> <p>-I can explore size length, height</p> <p>-I can explore time-based events</p> <p>-I can count objects in a small set using songs and games with visual aids</p> | <p>-I can recognise and copy simple ABAB patterns</p> <p>-I can use my knowledge of 2D shapes in the construction area and combine them to make new shapes</p> <p>-I can explore size length, height</p> <p>-I can explore time-based events</p> <p>-I can count objects in a small set using songs and games with visual aids</p> | <p>-I can compare quantities</p> <p>-I can make comparisons between weight and capacity</p> <p>-I can represent numbers using fingers or marks on paper or pictures, recognising numbers to 5</p> <p>-I can subitise amounts to 3</p> <p>-I can explore numbers and their formation rhymes</p> <p>-I can explore 2D and 3D shapes and discuss difference between fat and flat shapes</p> <p>-I can use my number knowledge to solve simple problems</p> | <p>-I can compare quantities</p> <p>-I can make comparisons between weight and capacity</p> <p>-I can represent numbers using fingers or marks on paper or pictures, recognising numbers to 5</p> <p>-I can subitise amounts to 3</p> <p>-I can explore numbers and their formation rhymes</p> <p>-I can explore 2D and 3D shapes and discuss difference between fat and flat shapes</p> <p>-I can use my number knowledge to solve simple problems</p> |
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| <p>UTW (Specific Area)</p> | <p>-I can begin to talk about my family members and family history</p> <p>-I can describe past events by looking at photos</p> <p>-I can talk about and describe different types of houses, including where they live</p> <p>-I can start to explore different occupations</p> <p>-I can talk about differences between people and what makes people special</p> | <p>-I can explore and talk about different forces they can feel E.g. Snapping a twig, stretching elastic bands</p> <p>-I can discuss the changing weather – Understand weather changes and clothing</p> <p>-I can explore different materials with similar and different properties</p> <p>-I can plant seeds and show care for growing plants</p> | <p>-I can explore collections of materials and identify similarities and differences</p> <p>-I can talk about the differences between people and how differences make us all special</p> <p>-I can understand the key features of a life cycle e.g. planting seeds</p> | <p>-I can look at and discuss photos and books with different cultures, countries and environments</p> <p>-I can explore how things work E.g. windup toys, pegs and boards, cause and effect toys</p> <p>-I can start to show awareness of some other countries/ cities</p> | <p>-I can talk about what I see using a wide range of vocabulary</p> <p>-I can show care and concern for living things</p> <p>-I can explore how things work and grow</p> <p>-I can explore collections of materials with similar and different properties</p> <p>-I can talk about different creatures and their features</p> | <p>-I can use new vocabulary surrounding animals and living things</p> <p>-I can show care and concern for living things and discuss who we can care for creatures</p> <p>-I can talk about different creatures and their features</p> <p>-I can discuss different types of weather and seasons building on experiences from throughout the year</p> |
| <p>Historical links (Links to UTW)</p> | <p>Different families and generations such as grandparents, parents, siblings,</p> <p>Looking how we change from a baby by looking at photos</p> <p>How homes have changed over time</p> | <p>How toys have changed over time through stories, poems and rhymes E.g. 'wind the bobbin up', 'horsey don't you stop', 'Each peach pear plum'.</p> <p>Christmas and how some people celebrate the birth of Baby Jesus</p> | <p>Explore stories/rhymes with a sense of time and people from the past</p> <p>E.g. Jack and Jill and how they collect water, how do we get water?</p> | <p>How people help others.</p> <p>Links to nursery rhymes E.g. Miss Polly had a dolly and talking about how to care for others</p> | <p>How creatures change over time and how they grow and develop</p> <p>Dinosaurs and extinction</p> | <p>How creatures change over time and how they grow and develop</p> <p>How children have changed throughout the year</p> |

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| <p>Culture and communities (Links to UTW)</p> | <p>What colour eyes do we have? Link to self portraits</p> <p>Our favourite toys</p> <p>Exploring different types of families and looking at photo's</p> <p>Look at other cultures and different celebrations</p> <p>Diwali</p> | <p>Why is food important to us and different communities? Linked to Harvest and Thanks giving</p> <p>Halloween</p> <p>Christmas and performances</p> | <p>What is our favourite story?</p> <p>Chinese New Year and how people celebrate this</p> | <p>How do we travel? Sharing photos of our own experiences. How do we get to school?</p> <p>Visits from people who help us in the community E.g. fire fighters</p> <p>Spring / Easter</p> <p>Mothers Day</p> | <p>What is your favourite food? Link to dinosaur food such as herbivore, carnivore and omnivore and trying new foods</p> <p>St George's Day</p> | <p>What animals do we know?</p> <p>Explore different animals E.g. pets, wild animals.</p> <p>Animals from different countries linking to Handa's Surprise story</p> <p>Summer</p> <p>Father's Day</p> |
| <p>Art (Specific Area)</p> | <p>-I can move and dance to music</p> <p>-I can explore voices and enjoy making sounds</p> <p>-I can make marks intentionally</p> <p>-I can develop pretend play alongside others</p> <p>-I can play with familiar resources</p> <p>-I can listen with increased attention to sounds</p> | <p>-I can use objects to represent other objects in my play</p> <p>-I can show different emotions in my drawings</p> <p>-I can create closed shapes with continuous lines, and begin to use these shapes to represent objects</p> <p>-I can start to explore colour and colour mixing</p> | <p>-I can begin to develop stories using small world equipment, and own experiences as inspiration E.g. bus rides</p> <p>-I can start to explore different art techniques E.g. printing with different media, collage etc</p> <p>-I can remember and sing entire songs E.g. nursery rhymes</p> | <p>-I can start to develop my own ideas and decide which materials to use to express them</p> <p>-I can draw with increasing detail/complexity</p> <p>-I can play instruments with increasing control to express my feelings and ideas</p> <p>-I can explore different materials freely, in order to develop ideas about how to use them</p> | <p>-I can make imaginative and complex 'small worlds' with blocks and construction materials</p> <p>-I can sing familiar songs and then create my own songs</p> <p>-I can sing a song using the correct pitch of tone</p> <p>-I can sing in a group</p> <p>-I can use drawing to represent ideas like movement or noise</p> | <p>-I can join different materials using simple techniques, and explore different textures</p> <p>-I can draw simple things from memory</p> <p>-I can respond to what I have heard, expressing my feelings E.g. commenting on a piece of music</p> |

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| Computing Intent | Computer science - Cause and effect: awareness of touch and interaction -I can explore the interactive whiteboard -I can turn on the iPad and navigate with adult support -To follow and act out simple instructions (real life algorithms) | Information technology- Exploration of digital media -I can start to look at the difference between photographs and videos -I can start to explore using a painting app to make marks with adult support -I can explore touch screen games with adult support | Digital Literacy- Exploring digital devices -I can role play using technology in the provision e.g. phones/iPods |
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| Parental Involvement | Parent taster sessions for children and parents/carers | Family Autumn hunt- Collecting autumn materials at home | Termly news letter sent home | Easter egg competition | Termly news letter sent home | Sports day with families |
| | Photo's from home to discuss to fit with topic | Termly news letter sent home | Daily communications during collection and drop off | Termly news letter sent home | Daily communication during collection and drop off | Summer trip |
| | Termly news letter sent home | Daily communication during collection and drop off | Discussions with parents during morning name time | Daily communication during collection and drop off | Discussions with parents during morning name time | Summer Fair with families |
| | Daily communications at collection and drop off | Discussions with parents during morning name time | Parents consultations | Discussions with parents during morning name time | Parents consultations | Termly news letters sent home |
| | Discussions with parents during morning name time | Parents notice board | Parents notice board | Parents notice board | Parents notice board | Daily communication during collection and drop off |
| | Parents consultations | Photo share for parents on display | Photo share for parents on display | Photo share for parents on display | Photo share for parents on display | Discussions with parents during morning name time |
| | Parents notice board | | | | | Transition meeting for parents before children move up to Reception |
| | Photo share for parents on display | | | | | |



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| <p>Observation checkpoints taken from Development Matters- (Referred to throughout the year)</p> | <p>CLL Observation Checkpoint-</p> <p>Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?</p> <p>Around the age of 4, is the child using sentences of four to six words “ –I want to play with cars” or “What’s that thing called?”?”</p> <p>Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”.</p> <p>Is the child using the future and past tense: “I am going to the park” and “I went to the shop”?”</p> <p>Can the child answer simple ‘why ’ questions?</p> | <p>PSED Observation Checkpoint-</p> <p>Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding ‘yours ’and ‘mine’? ”</p> <p>Can the child settle to some activities for a while?</p> <p>Around the age of 4, does the child play alongside others or do they always want to play alone?</p> <p>Does the child take part in pretend play (for example, being ‘mummy ’or ‘daddy’?) ”</p> <p>Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?</p> <p>Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</p> | <p>Physical Observation checkpoint-</p> <p>Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child’s health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.</p> <p>Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.</p> |
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