

**EYFS Progression map
Reception-**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rolling Program 2						
Theme	Happy, Healthy Me!	A stroll through the seasons	Once upon a time Rec- Magical stories	How does your garden grow? Exploring plants and minibeasts	Space and Travel	All creatures great and small
Key Texts	Paper Dolls, Funnybones, Stickman, Six dinner Sid, I want a pet, Colour monster, Oliver's Veg patch, Pumpkin soup, Room on the broom	Leaf man, Goodbye Summer- Hello Autumn, Goodbye Autumn- Hello winter, Owl babies, All about hedgehog, Little Red Hen, Tree, Handa's Surprise, Elves and the Shoemaker	Room on the Broom, The Magic porridge pot, Zog, Supertato, Superworm, The singing mermaid Winnie the witch,	The Tiny seed, Errol's Garden, Bug hotels, The woollybear caterpillar, Mad about minibeasts, The very busy spider, Arggghh spider, How to grow frogs, The very lazy ladybird, The bad tempered ladybird, Oi frog,	All go travelling by, On the way back home, Whatever next, How to catch a star, Smeds and the Smooos, Aliens love underpants, Amazing planes Moon, You choose in space, Space poems, The Darkest Dark, Nighty night, Under the silver moon Meet the planets	Rainforests- Rumble in the jungle, Walking through the jungle, There's a rang tang in my bedroom, Call me gorgeous Sea- Snail and the Whale, Tiddler, The Tale of a toothbrush, Desert- The great tree Swamp/Pond- Down by the cool of the pool Arctic- Tango make three, lost and found, White bear, White bear

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<p>Key vocabulary</p>	<p>Face/emotions- Happy, sad, nervous, excited, grateful, proud, surprised, frustrated, embarrassed, worried</p> <p>Body parts- More complex body parts such as chin, ankle, neck, wrist, ribs, skull</p> <p>Family names E.g. Uncle or Grandma</p> <p>Types of buildings- Church</p>	<p>Seasons, Autumn, Winter, Summer, Spring, Conker, Pine cone, Leaves Weather types, Arctic setting and animals- Polar bear, snow, ice berg Christmas, Celebrate, Thanksgiving</p>	<p>Magic, Spells, Potions, Witches, Wizards, Dragons, Superheroes, Evil and good, Setting, Characters, Environment, Start/beginning, Once upon a time, Happily ever after, A long, long time ago The end Next, Then, First</p>	<p>Seeds, growing, Bulb, Root, Stem, Petal, change, Habitats, Man made, Natural, Pollen, Nectar, Cocoon, Tadpole, frogspawn, Froglet Minibeast names: caterpillar, bee etc.</p>	<p>Sky, Transport, Space, Planets, Planet names, Moon, Earth, Dark and light, Galaxy, Shooting star, Rocket, Astronaut, Oxygen, Gravity</p>	<p>Rainforests, Desert, Arctic, Swamp, Sea animals, Minibeasts, Woodland creatures, Pond animals, Farm animals, Habitats, Deforestation, Pollution,</p>
<p>Communication and language (Prime Area)</p>	<p>- I can listen carefully and know why listening is important</p> <p>-I can engage in story times</p> <p>-I can learn new vocabulary to do with topics</p> <p>-I can describe events in some detail</p> <p>-I can learn rhymes, poems and songs</p>	<p>-I can ask questions to find out more and to check understanding</p> <p>-I can develop social phrases</p> <p>-I can connect one idea or action</p> <p>-I can talk to work out problems and organise my thinking</p>	<p>-I can articulate my ideas and thoughts in well-formed sentences</p> <p>-I can connect one idea or action to another using a range of connectives</p> <p>-I can describe events in some detail</p> <p>-I can listen to and talk about stories</p> <p>-I can retell stories</p>	<p>-I can engage in non- fiction books.</p> <p>-I can use talk to help work out problems and organise thinking and activities</p> <p>-I can listen to and talk about selected non-fiction books and develop familiarity with new vocabulary and knowledge</p>	<p>-I can listen to and talk about stories and non-fiction books to build familiarity and understanding</p> <p>-I can respond with relevant questions during discussions</p> <p>-I can hold a conversation with back and forth exchanges</p> <p>-I can offer explanations about how and why things happen</p>	<p>-I can retell a story in my own words using some repetition</p> <p>-I can use new vocabulary in different contexts</p> <p>-I can express ideas and feelings about their experiences including correct use of tenses and using conjunctions</p>

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<p>PSED (Prime Area)</p>	<p>- I can discuss how I am an individual</p> <p>-I can express my feelings and the feelings of others</p> <p>-I can manage my own basic and personal needs</p> <p>-I can develop friendships with peers</p> <p>-I can discuss health and wellbeing such as healthy eating</p>	<p>- I can discuss how I am an individual</p> <p>-I can express my feelings and the feelings of others</p> <p>-I can manage my own basic and personal needs</p> <p>-I can develop friendships with peers</p> <p>-I can discuss health and wellbeing such as healthy eating.</p>	<p>-I can build constructive and respectful relationships</p> <p>-I can show resilience and perseverance in the face of challenge</p> <p>-I can identify and moderate my own feelings socially and emotionally</p> <p>-I can discuss and implement good hygiene e.g. wash hands</p>	<p>-I can build constructive and respectful relationships</p> <p>-I can show resilience and perseverance in the face of challenge</p> <p>-I can identify and moderate my own feelings socially and emotionally</p> <p>-I can discuss and implement good hygiene e.g. wash hands</p>	<p>-I can think about the perspectives of others and show sensitivity</p> <p>-I can manage my own needs.</p> <p>-I can solve problems and resolve conflicts</p> <p>-I can follow instructions involving several steps/actions</p> <p>-I can explain the class/school rules</p>	<p>-I can think about the perspectives of others and show sensitivity</p> <p>-I can manage my own needs.</p> <p>-I can solve problems and resolve conflicts</p> <p>-I can follow instructions involving several steps/actions</p> <p>-I can explain the class/school rules</p>
<p>Physical Development (Prime Area)</p>	<p>(Dance and our bodies)</p> <p>-I can develop skills that I need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene, toileting</p> <p>-I can use a more fluent style of moving</p> <p>-I can start to explore how to keep healthy, exercise, foods, hygiene</p>	<p>(Autumn Team games)</p> <p>-I can move in a range of ways including rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>-I can develop body strength, coordination, agility and balance</p>	<p>(Ball skills)</p> <p>-I can further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming</p> <p>-I can develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball</p>	<p>(Minibeast movements/yoga)</p> <p>-I can develop gross motor skills</p> <p>-I can work on apparatus indoors and outdoors</p> <p>-I can show control and work on my balancing skills</p> <p>-I can use core muscles to achieve good posture</p>	<p>(Dance, gymnastics and moving to music)</p> <p>-I can combine different movements with ease and fluency</p> <p>-I can demonstrate strength, balance and coordination</p> <p>-I can work on using tools such as pencils, paintbrush, scissors, cutlery</p>	<p>(Sports)</p> <p>- I can confidently and safely, use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>-I can negotiate space and obstacles safely</p> <p>-I can develop the foundations of a handwriting style, which is fast, accurate and efficient</p>

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<p>Literacy (Specific Area)</p>	<p>-I can read individual letters by saying the sounds for them</p> <p>-I can blend sounds into words, so that I can read short words</p> <p>-I can write my name</p> <p>-I can write initial sounds in words</p> <p>-I can write sounds I can hear in words for a range of purposes</p>	<p>-I can orally segment the sounds in words and write them</p> <p>-I can identify and write some letters in words</p> <p>-I can start to read some common exception words</p> <p>-I can start to write some common exception words</p> <p>-I can attempt simple captions</p>	<p>-I can read some letter groups that each represent one sound and say sounds for them</p> <p>-I can read a range of common exception words matched to the school's phonic programme</p> <p>-I can start to attempt sentences using exception words and phonics knowledge</p>	<p>-I can read simple phrases and sentences made up of words with known letter-sound correspondences</p> <p>-I can re-read books to build up my confidence and fluency when reading words</p> <p>-I can form lower-case and upper case letters</p>	<p>-I can read simple phrases and sentences</p> <p>-I can read with more fluency</p> <p>-I can write short sentences using finger spaces</p> <p>-I can re-read what I have written to check it makes sense</p> <p>-I can write for a range of purposes</p>	<p>-I can read simple phrases and sentences</p> <p>- I can write for a range of purposes most letters are correctly formed</p> <p>- I can write short sentences/phrases using some finger spaces, capital letters and full stops</p> <p>- I can read my work with fluency</p>
<p>Maths (Specific Area)</p>	<p>-I can count to 10 (using songs, brain gym, games)</p> <p>-I can look at numerals 1-5 then 1-10 and the composition of these numbers</p> <p>-I can represent numbers (numerals, formation, tally, dots)</p> <p>-I can compare groups of numbers (including a range of different size objects)</p> <p>-I can look at numicon/5 frames</p>	<p>-I can find 1 more and 1 less 1-5 then 1-10</p> <p>-I can look at 5 and 10 frames to explore number composition</p> <p>-I can continue using numicon</p> <p>-I can subitise</p> <p>-I can start to look at flat 2D shape names and 3D fat shapes and their features</p> <p>-I can explore length, size, weight and capacity in detail</p>	<p>-I can start to count beyond 10 (1-15)</p> <p>-I can show and explore a range of higher numbers</p> <p>-I can start to combine two groups of objects and use language of addition 1-10</p> <p>-I can start to look at number bonds 1-10</p> <p>- I can look at shape features in more detail and how shapes have other shapes within them</p>	<p>-I can verbally count 1-20</p> <p>-I can find 1 more and 1 less than numbers 1-10</p> <p>-I can start to explore subtraction 1-10</p> <p>-I can continue to explore number bonds</p> <p>-I can explore and create more complex patterns e.g. ABAB/ ABBA ABC)</p>	<p>-I can recognise numbers 1-20</p> <p>-I can start to explore doubling/ halving and sharing</p> <p>-I can compare quantities (using language such as the same, less, more)</p> <p>-I can explore length, size, weight, capacity and use this language in my free play</p> <p>-I can use number bonds to solve problems</p>	<p>-I can work confidently to recall number bonds 1-10</p> <p>-I can confidently name 2D and 3D shapes and discuss their features</p> <p>-I can use my shape knowledge in the construction area</p> <p>-I can confidently solve problems using our knowledge on numbers 1-10</p> <p>-I can confidently double, halve and share numbers</p>

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<p>UTW (Specific Area)</p>	<p>-I can talk about members of my immediate family and community</p> <p>-I can name and describe people</p> <p>-I can recognise people have beliefs and celebrations</p> <p>-I can recognise people who help us in emergency situations</p> <p>-I can recognise and begin to understand changes in seasons</p> <p>- I can comment on images from the past</p>	<p>-I can recognise and begin to understand changes in seasons and the natural world</p> <p>-I can describe what I can hear and see outside</p> <p>-I can recognise some similarities and differences between life in this country and life in other countries</p> <p>-I can make simple comments about historical figures</p> <p>-I can explore the natural world</p>	<p>-I can contrast characters from stories, including figures from the past</p> <p>-I can recognise some environments that are different to the ones in which they live</p> <p>-I can talk about differences between materials</p> <p>-I can draw information from a simple map</p> <p>-I can draw my own simple map</p>	<p>-I can discuss some places that are special to members of the community</p> <p>-I can explore the natural world</p> <p>-I can recognise and begin to understand changes in seasons</p> <p>-I can study and compare life cycles</p> <p>-I can discuss different environments</p> <p>-I can make observations of animals and plants</p>	<p>-I can explore the natural world around me</p> <p>-I can respect/ care for natural environments/living things</p> <p>-I can make simple comments and comparisons about historical figures and times</p> <p>-I can study aerial photographs/ simple maps</p> <p>-I can understand the past through settings and events</p>	<p>-I can observe and compare living things</p> <p>-I can make observations of plants and animals</p> <p>-I can discuss changes in seasons with confidence</p> <p>-I can discuss similarities and differences between different countries</p> <p>-I can explore changing states of matter</p> <p>-I can explore similarities and difference on maps</p>
<p>Historical links (Links to UTW)</p>	<p>Guy Fawkes liked to bonfire and kings</p> <p>History In families such as Grandparents</p> <p>How we grow and change, linked to looking at baby pictures</p> <p>Old and new toys through songs and stories</p>	<p>How different countries have changed and adapted over the years E.g. finding and growing food. E.g.Tractors to collect use/food picked by hand</p>	<p>Old and new story characters, stories and songs from the past E.g. Pirates from the past</p> <p>Authors such as Julia Donaldson</p> <p>Big dreams book- Jane Austen</p>	<p>Changes to the environment over time E.g. Less grassland, woodland and plants for the bees</p> <p>Big dreams book- David Attenborough or Mother Teresa about Helping others</p>	<p>Neil Armstrong, first moon landing and who he is</p> <p>Maps- Changes to maps E.g. Was our school always here?</p> <p>Transport and changes over time E.g. Horse and cart / cars</p> <p>Big Dreams book- Amelia Earhart</p>	<p>De-forestation: Big dreams book- Davie Attenborough learning about animals and the changing world</p> <p>Big dreams books- Jane Goodall and interactions with Chimpanzees</p> <p>'The Tale of the toothbrush' book linking to Sea pollution</p>

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<p>Culture and communities (Links to UTW)</p>	<p>How are we all different?</p> <p>Looking at photo's of us and our family history</p> <p>Looking at what makes us all special, different people, families, houses, religions and celebrations E.g. Diwali</p> <p>Special times- E.g. birthdays, weddings, christenings</p>	<p>Autumn and Harvest</p> <p>How can I grow vegetables?- Looking at different countries and their weather and how people in other countries grow food</p> <p>Halloween</p> <p>Christmas- why we celebrate Christmas.</p>	<p>Exploring different beliefs and religions E.g. Different Gods.</p> <p>Chinese New Year and how it is celebrated</p>	<p>Links to different environments E.g. We have woodlands and other countries have desert</p> <p>Spring</p> <p>St Patrick's day</p> <p>Easter- New life and celebrations</p>	<p>Exploring space travel and how this has developed over time</p> <p>How transport has changed and developed over time</p> <p>St George's Day</p>	<p>Different environments E.g. desert, mountains, jungle</p> <p>Animals from different countries</p> <p>Homes in different countries</p> <p>Summer</p>
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<p>Art (Specific Area)</p>	<p>-I can develop storylines in my pretend play</p> <p>-I can mix some primary colours to make secondary colours and discuss the process</p> <p>-I can explore different tools and how to use them (stamps, rollers etc.)</p> <p>-I can draw self-portraits with detail</p> <p>-I can begin to paint with a range of materials (Cotton buds, brushes)</p> <p>-I can move to music and the beat with more rhythm</p> <p>Book/Artist links-</p> <p>Julia Donaldson - Paper doll art</p> <p>Only one you book-stone art</p>	<p>-I can play instruments to a simple beat</p> <p>-I can sing a selection of nursery rhymes from memory</p> <p>-I can make music: making and following rhythms</p> <p>-I can listen and discuss performance (Music and dance)</p> <p>-I can begin to add details to paintings using more precise tools E.g. thin paintbrushes</p> <p>-I can explore painting with different paints E.g. block paints, water colours.</p> <p>Book/Artist links-</p> <p>Leaf Man book- Autumn art</p> <p>Natural and transient art</p> <p>Musical instruments- Shakers</p>	<p>-I can return to and build on my previous learning and refine my ideas</p> <p>-I can join items in a variety of ways E.g. using tape or glue</p> <p>-I can create patterns/ meaningful pictures when printing</p> <p>-I can begin to draw landscapes/ cityscapes</p> <p>-I can alter colours/ shades by adding black/white paint</p> <p>Book/Artist links-</p> <p>Alex Scheffler- Book illustrations</p> <p>The day the crayons quit - Colour focus</p> <p>Creating puppets</p>	<p>-I can create artwork sharing my ideas, resources, and skills</p> <p>-I can join items in a variety of ways – String, split pins, joints, hinges etc</p> <p>-I can join in with dance routines, matching pace of the music</p> <p>-I can draw with increasing control and add more detail to my work</p> <p>-I can explore moulding with clay</p> <p>Books/Artist links-</p> <p>Andy Goldworthy- Natural art</p> <p>Matisse- The snail trail books</p>	<p>-I can listen attentively move to and talk about music, expressing my feelings</p> <p>-I can create my own dance routines to music</p> <p>-I can join items in a variety of ways and adapt my work if necessary</p> <p>-I can share my work with others and discuss the processes I have used</p> <p>Book/Artist links-</p> <p>Oliver Jeffers- the way back home</p> <p>Peter Thorpe - space</p> <p>Art galleries/museums</p>	<p>-I can watch and talk about dance and performance art, expressing my feelings</p> <p>- I can secure more challenging items in the junk modelling (Bottles, tubes etc.) to models.</p> <p>- I can use tools/ techniques confidently</p> <p>-I can create props and materials to use in my role play</p> <p>-I can perform songs, rhymes, poems and stories with others</p> <p>Book/Artist links-</p> <p>Eric Carle focus-</p> <p>Mixed up chameleon & Mister Seahorse - exploring colours</p> <p>Plate creatures/creature textures</p>
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	<p>Computer science - Cause and effect: awareness of touch and interaction</p> <p>-I can explore how to operate activities on the interactive whiteboard</p> <p>-I can turn on the iPad and navigate using the home button</p> <p>-I can start to explore how that instructions need to go in the correct order e.g.making a sandwich (real life algorithms)</p>	<p>Information technology- Exploration of digital media</p> <p>-I can take a picture using the camera on the iPad</p> <p>-I can use a painting app to make marks</p> <p>-I can play a touch screen games independently</p> <p>-I can start to explore how to use a beebot</p> <p>-I can use a 360 image with adult support</p>	<p>Digital Literacy- Exploring digital devices</p> <p>-I can start to explore internet safety</p> <p>-I know to talk to somebody if I feel worried whilst using technology</p> <p>-I can talk about how I can use the internet to find things out</p> <p>-I can explore how to add sound buttons on an iPad</p> <p>-I can start to explore QR codes with adult support</p>			
<p>Parental Involvement</p>	<p>Parent starter meeting</p> <p>Photo's from home to discuss in first topic</p> <p>Termly news letter sent home</p> <p>Daily communication and hand over messages</p> <p>Discussions and modelling with parents during morning activities</p> <p>Parents evening</p>	<p>Collecting autumn materials at home</p> <p>School pantomime trip</p> <p>Christmas performances</p> <p>Termly news letter sent home</p> <p>Discussions and modelling with parents during morning activities</p>	<p>Termly news letter sent home</p> <p>Discussions and modelling with parents during morning activities</p> <p>Parents evening</p>	<p>Easter egg competition with families in school</p> <p>Mother's Day</p> <p>Termly news letter sent home</p> <p>Discussions and modelling with parents during morning activities</p>	<p>Termly news letter sent home</p> <p>Discussions and modelling with parents during morning activities</p> <p>Parents evening</p>	<p>Sports day</p> <p>Summer trip</p> <p>Summer fair</p> <p>Termly news letter sent home</p> <p>Discussions and modelling with parents during morning activities</p>