

Progression Document for EYFS

Specific areas

	2 year olds	3/4 Nursery	Reception
Literacy	<p>Writing</p> <ul style="list-style-type: none"> ● Mark making in large movements ● Sensory experiences ● Using whole body to make marks. ● Noticing marks around the environment eg. cars making tracks, footsteps in the snow etc. <p>Reading</p> <ul style="list-style-type: none"> ● Touchy feely story books. ● Puppets ● Teddies, dolls- familiar items in book corner. ● Cosy home like area for reading./ sharing stories ● Nursery rhymes ● Enjoying listening to stories one to one. 	<p>Writing</p> <ul style="list-style-type: none"> ● Mark making ● Meaning to marks they make ● Imitating marks ● Gross motor movements ● Promoting elbow to wrist movements ● Promoting shoulder movements ● Strength building in arms and hands <p>Reading</p> <ul style="list-style-type: none"> ● Repetitive stories to join in with eg. bear hunt ● Rhyming activities ● Alliteration awareness ● Meaning to marks they see around e.g signs, logos ● Noticing the letters of our name ● Enjoying listening to stories, individually and in small groups. 	<p>Writing</p> <ul style="list-style-type: none"> ● Froggy leg grip ● Fine motor control ● Simple representations ● Formation of letters ● Name writing ● Writing words, simple sentences. <p>Reading</p> <ul style="list-style-type: none"> ● Reading individual letters, knowing what sound they make. ● Read at least 10 diagraphs ● Reading tricky words/ common exception words. ● Blending letters together to read words. ● Reading sentences. ● Understanding what they have read, anticipate events. ● Independent reading, sharing a book with a friend in the reading area. ● Retelling a story. ● Understanding the characters and context of the story. ● Enjoying listening to stories, including without a visual

			<p>prompt.</p> <ul style="list-style-type: none"> Learning new vocabulary.
<p>Maths</p>	<ul style="list-style-type: none"> Pouring and filling Sorting objects- putting the teddies together etc. Nursery rhymes- 3 little ducks 	<ul style="list-style-type: none"> Counting aloud. Noticing numbers around them. Counting objects, jumps, claps etc. Recognising 2d shapes in the environment Using mathematical language to support play eg. weight, length, capacity Understanding of positional language eg 'can you sit down' Beginning to gain some concept of time, morning, afternoon, night, later, soon. Begin to subitise- using fingers in number rhymes as a starting point. Beginning to notice a change in quantity 	<ul style="list-style-type: none"> Deep understanding of numbers to 10, including recognition and composition. Subitise when looking at various objects, dice, fingers Reliable counting of objects. Comparing quantities (greater than/ less than) Verbally counting beyond 20, beginning to grasp numerical patterns. Beginning to recognise mathematical signs such as =, +, - Calculations- using numbers to 10. Using positional language Naming and describing 2d and 3d shapes. Consistent use of mathematical vocabulary eg. full, empty, taller, shorter, heav, light etc. Explore numbers to 10 - odds/evens, double facts, sharing Automatically recall number bonds to 5, some to 10 Beginning to make marks to represent numerals, or to write numerals.
<p>Understanding the world</p>	<ul style="list-style-type: none"> Exploration of objects 	<ul style="list-style-type: none"> Exploration of the world 	<ul style="list-style-type: none"> An understanding of the

	<ul style="list-style-type: none"> • Making noises with random objects eg banging a stick • Talking about and knowing who their family are • Exploration of materials- sand, mud, collecting leaves, sticks, stones etc. 	<p>around us and an understanding of where we might find certain objects/ materials eg. mud, sand, water.</p> <ul style="list-style-type: none"> • Beginning to use scientific language to describe experiences eg. freezing when it is snowing. • Making links in the world around us eg. we find minibeasts in the soil, birds fly in the sky. • Understanding where they fit into their family situation. Who is in their family/ people who are important to them. • Naming animals and minibeasts • Beginning to understand and tolerate that we are all different and may not all live in the same place, like the same things, look visually different. • Exploring and using technological objects with purpose eg. walkie talkies to speak to their friends, a till in the shop role play area. (although no longer on curriculum we feel these skills are still integral) 	<p>world around them. Where we live in our immediate environment and also the wider world, similarities and differences.</p> <ul style="list-style-type: none"> • Noticing features of the environment eg. flowers, buds on trees, minibeasts • Noticing the changing seasons and what happens to the weather in these seasons. • Some understanding about growth and change e.g humans, plants, animals etc. • To understand who they are and that people may be different to themselves eg different cultures/ religions • An awareness that they are unique. • Awareness of past and present • Similarities and differences between animals and minibeasts, describing these differences. • Comparing materials/ environment using scientific language e.g soft, hard, smooth, bumpy, slimey • Use technology for a purpose eg. a camera to take a photo, a game on a computer. (although no longer on curriculum we feel
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Expressive arts and design	<ul style="list-style-type: none"> • Hands on creative- shaving foam, finger paints, slime etc. • Exploring making a noise- voice sounds, loud sounds/ quiet sounds. • Simple body movements • Listen to familiar nursery rhymes / songs- join in with simple words/ actions • Role play, playing being mammy/ daddy/ sibling. • Pretend play, making cups of tea/ food 	<ul style="list-style-type: none"> • Using creative materials such as junk to make a model, exploring how they stick together, building and balancing. • Exploring colour/ colour mixing. • Enjoying dressing up and being different characters. • Joining in with nursery rhymes/ songs. Use appropriate actions. • Describe the textures when using sensory materials- encourage mark making and investigation. • Exploring instruments, can they alter the volume, pace? • Mark making and painting/drawing, giving meaning to their marks. • Small world play- using imaginatively 	<ul style="list-style-type: none"> • Using their imagination in role play situations such as space, a shop, a beach etc. • Retell narratives/ make up through small world • Play an instrument/ move to music at different volumes and pace, understanding the terms loud/ soft/ quiet, fast, slow • Sing a range of well know nursery rhymes/ songs • Using creative materials with a purpose eg. to make a robot • Drawing with a purpose. • Using colour with a purpose. • Plan before starting- think about what they are making, what they need, resources etc. • Making a recognisable attempt when drawing/ painting. • Share creative experiences, talking about what, why and how