

Progression document for EYFS

Prime areas

Age	2 year old provision	3/4 Nursery	Reception
Personal, Social & Emotional	<ul style="list-style-type: none"> ● Separating from parents/ carers ● Establishing a relationship with key person/ staff ● Playing with/ alongside peers ● Being more aware of other children and how their actions can affect others ● Learning to control their emotions with support ● Conforming in a nursery setting ● Exploring a new environment/ experiences ● Cultural capital of our area - keep this in mind and provide relevant experiences ● Understand a simple instruction, sometimes needing support. 	<ul style="list-style-type: none"> ● Becoming independent. ● Managing their own emotions, knowing how to deal with feelings such as anger, upset. ● Reacting in appropriate ways. ● Conforming to the rules of the setting independently. ● Beginning to have friends, playing with their friends (as opposed to alongside) ● Understanding and appreciating other children's feelings. ● Turn taking, sometimes with support. ● Beginning to wait patiently sometimes with support. ● Follow a simple instruction. ● Beginning to become more independent in self help skills. 	<ul style="list-style-type: none"> ● Independence and resilience with tasks. ● Turn taking fairly and independently. ● Learning to be patient, to wait appropriately for their turn to play/ speak. ● Sitting quietly when the situation requires. ● Having clear friends but also appreciating that it is nice to include other people. ● Being in control/ regulate of their own emotions. ● Feeling confident in their ability and confident in themselves as a person. ● Follow multiple instructions independently. ● Knowing right from wrong and why. ● Independence in dressing and undressing, basic hygiene and personal needs.
Communication & Language	<ul style="list-style-type: none"> ● Simple words/ sentences ● Imitate expressions such as 'Oh dear, all gone' ● Listening to stories, songs, joining in 	<ul style="list-style-type: none"> ● Talk in sentences that make sense and are in the correct order. ● Talk about what they are doing in their play. 	<ul style="list-style-type: none"> ● A good, clear, solid understanding of language. ● Can listen appropriately and quietly. ● Can listen to questions and

	<ul style="list-style-type: none"> • Listening to others • Talking to new adults, new friends • Demonstrate understanding • Following simple instructions • Singing/ nursery rhymes 	<ul style="list-style-type: none"> • Discuss experiences from home, their own interests. • Listen to adults and their friends, answering accordingly. • Following instructions independently. • Listen to stories, rhymes and answer questions about what they have heard. • Singing/ nursery rhymes • Understanding new words and language. 	<p>answer appropriately.</p> <ul style="list-style-type: none"> • Can speak clearly and confidently, showing awareness of the listener. • Being able to communicate effectively with adults and their peers, taking turns appropriately. • Listen to stories, understanding the plot, characters, sequence of events. • Asks questions to clarify understanding. • Can retell a story. • Singing/ nursery rhymes • Take part in discussions, including using any new vocab.
Physical	<ul style="list-style-type: none"> • Holding a cup, drinking without spilling • Feeding themselves a snack • Tooth brushing with support • Learning about new foods/ textures • Toilet training • Hand washing • Stacking blocks- basic fine motor skills • Self help skills- putting on own coat, hat. • Hanging up own coat on peg • Large movements- running, jumping, controlling movements 	<ul style="list-style-type: none"> • Putting on/ off coat • Putting on/ off shoes/ wellies • Zipping own coat • Using cutlery to feed themselves at lunch time. • Tooth brushing - independently • Consolidating toilet training for those who need it. • Climbing equipment, using large movements with control. • Working on fine motor control, threading, peg boards etc. • Pencil play work, building up 	<ul style="list-style-type: none"> • Independence in feeding and drinking. • Understanding when they need a snack or drink, interpreting these feelings and accessing the snack table independently. • Independence in dressing and undressing- coat, shoes, clothes for PE • Using apparatus with control and confidence. • Negotiate space and obstacles. • Demonstrate strength, balance and coordination.

	<ul style="list-style-type: none"> ● Whole body control, controlling individual movements- control of moving one arm and then the other. ● Begin to explore mark making through controlling arm movements ● Climbing up/ down steps ● Walking up/ down inclines ● Strength in arm movements ● Taking off shoes, attempting to put on wellies 	<p style="text-align: center;">fine motor control when using writing equipment.</p> <ul style="list-style-type: none"> ● Dominant hand ● Hand strength ● Promoting elbow to wrist movements ● Promoting shoulder movements ● Strength building in arms and hands ● Drawing including some correct features. 	<ul style="list-style-type: none"> ● Can use numerous learnt skills such as skipping, jumping, running, dancing and climbing. ● Fine motor control. ● Drawing with accuracy. ● Correct pen grip.(froggy legs) ● Correct formation of the letters of the alphabet. ● Consistent use of the same hand, building strength and resilience with this hand. ● Use small tools such as scissors with care and precision.
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