



The Early Years Foundation Stage (EYFS) Pre-School Progression Ladder

The EYFS is crucial in every child's development and during these first years, basic skills and attitudes to learning and socialising are established.

We support children in their learning through careful observations, adult led sessions, informal assessments and listening to information from parents/carers. We encourage children to use the 3 characteristics of effective learning:

- Playing and exploring.
- Active learning.
- Creating and thinking critically.

Four guiding principles shape our practice in the early years. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates.

We recognise the uniqueness of each child and value every child's interests. We aim to deliver learning through a combination of adult led and child-initiated play, based on prior experiences and interests of children.

We teach children how to make considered choices in their learning and most importantly, the skills needed to be independent, lifelong learners. We value autonomous learning, so that the children reach their full potential while at the same time setting high attainment targets and making behavioural expectations clear and consistent.

We aim to support children with special education needs and to develop a working partnership between home and school to enable children to develop in confidence and increasing independence.

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me	Celebrations	Traditional Tales	Growing and Changing	Around the World / Out of this World	Summertime
Communication and Language	To understand simple instructions. To know and understand how to	To understand 2-part questions or instructions, eg 'Get your coat and line up'. To be able to engage in	To understand why questions through key texts/stories as well as through play. To develop their	To be able to organise their play with each other, using the topic and their interests for inspiration.	To be able to express their point of view with others, especially when they disagree in appropriate ways.	To be confident in retelling longer stories and recalling facts to other people. To be able to engage in fiction and non-fiction books



	<p>listen well and why it is important to listen.</p> <p>To know about the basic Pre-school rules and how they keep us safe.</p> <p>To start to say how they are feeling using words as well as actions.</p> <p>To be able to listen to short story times and understand what is happening through answering questions, hearing the words and looking at the pictures.</p> <p>To be able to recognise some of their own features and features of their family, beginning to recognise that families are different.</p> <p>To talk about different jobs in our community- finding out what our mummies, daddies and families do for their occupations and what we want to be when we grow up.</p> <p>To develop pretend play in things that they have seen, for example putting baby to sleep in the role play area.</p>	<p>social interactions with others and develop their pretend play.</p> <p>To understand and develop simple questions about who, what, where and start to understand the why.</p> <p>To be able to listen to longer stories and remember much of what has happened.</p> <p>To use key words taught in topics and put them towards their own experiences.</p> <p>To notice changes in the environment and be able to start talking about them.</p> <p>To begin to use a wider range of vocabulary through their topics and through their play.</p>	<p>communication by beginning to ask questions themselves and explore different answers.</p> <p>To be able to listen to and talk about different parts of nonfiction texts and retell what has happened using different learnt vocabulary.</p> <p>To be able to use longer sentences to talk about something that interests them after it being modelled by their teacher.</p> <p>To start conversations with their friends or a trusted teacher and continue it for many turns.</p>	<p>To be able to use their talk to explain why they have completed a task in that way.</p> <p>To be able to understand and talk about what happens when we plant a seed and what does it turn into.</p> <p>To be able to use new vocabulary.</p> <p>To be able to offer their own ideas through small group discussions.</p> <p>To know lots of rhymes and begin to point these out through different stories.</p> <p>To know how they should care for the environment.</p>	<p>To be able to tell a long story that they are familiar with using the vocabulary and skills they have learnt so far, for example rhyming and using actions.</p> <p>To know and be able to use new vocabulary in discussions and play.</p> <p>To recall the sounds that we have been learning and use these in their play and when they are mark making.</p>	<p>and talk about what they have read and what has been read to them.</p> <p>To be able to express their ideas and feelings about their experiences with modelling and support from their teachers.</p> <p>To know and be able to use new taught in discussions and play.</p>
--	---	--	--	---	--	---



<p>Physical Development</p>	<p>To gradually gain control of all of their large movements through waving, kicking, rolling, crawling and walking.</p> <p>To start to have an increasing desire to be independent with both fine and gross motor skills such as doing their zips up on coats.</p> <p>To fit themselves into small spaces such as tunnels and large boxes.</p> <p>To begin to listen to instructions and why they keep us safe throughout PE lessons.</p> <p>To sit on a push-along trikes or scooters, experimenting how it moves forwards and backwards.</p> <p>Explore a range of different materials and tools e.g. painting, bikes, scooters, threading, zips etc.</p> <p>To begin to develop some manipulation and control over the way they move their bodies and their fine motor skills.</p>	<p>To go up steps or stairs, or climb up apparatus, using alternate feet.</p> <p>To begin to use one handed tools with adult support, for example making snips in paper with scissors.</p> <p>To increase their listening and attention to be able to follow two part instructions involving their gross motor skills, knowing it is to keep them safe.</p> <p>To begin to take some small risks involving their own large motor skills.</p> <p>With the support of an adult, be able to use the planks and tyres in different ways to use different skills e.g. rolling tyres, balancing on planks.</p> <p>To become more confident in group games that mean using their large motor skills such as a group running game or simple team work exercises.</p>	<p>To begin to take part in group games that adults have modelled.</p> <p>To begin to understand how they can balance as modelled by an adult and with some support.</p> <p>To enjoy attempting to skip, hop and stand on one leg whilst holding a simple pose.</p> <p>To starts to explore their own limits, for example if they are not confident in walking across a plank, being able to recognise this and crawl across it instead.</p> <p>Show a preference for a dominant hand when making marks.</p> <p>Be increasingly independent with skills such as doing their own shoes up, still needing occasional support but offering an attempt before asking.</p> <p>To use large muscle movements to wave flags, paint and make marks.</p>	<p>To explore and understand their own limits, for example if they are not confident in walking across a plank, being able to recognise this and crawl across it instead.</p> <p>To begin to use simple apparatus in the hall and how we can travel safely.</p> <p>To be able to take turns in games that the adults have started, and then continue the game in the small groups independently for a short period of time without the adults present.</p> <p>To continue using and manipulating the tools into different things, for example using the plank and tyres to make a seesaw.</p> <p>To continue developing their balance and control with their large muscles on scooters and bikes, showing the need and understanding for pedalling.</p> <p>To know how we can keep our bodies healthy and talk about healthy foods in their lunch boxes.</p>	<p>To show an interest in different ball skills and begin to explore these such as rolling a ball with either their hands or their feet.</p> <p>To be able to take part in and organise group games for themselves.</p> <p>Continue using one handed tools with better control e.g. making snips in paper and using the hole punch to strengthen hand muscles.</p> <p>To be able to show a preference for dominant hand and use this to begin to show a good pencil grip and control over the marks that they are making.</p> <p>To explore different resources to meet an end goal e.g. using a spoon to dig a hole.</p> <p>To collaborate with other children on how to move larger objects in a safe manner.</p>	<p>To be confident enough to have a go at taking part in sporting events such as sports day.</p> <p>To use a comfortable grip with good control of the pencil.</p> <p>To be able to write some letters and form them in the correct manner.</p> <p>To be able to write some or part of their name.</p> <p>To be able to take turns in their own games without having an adult manage it.</p> <p>To choose the right resources to meet an end goal, such as using a spade to dig a hole and using a hose/ jug to push items down a pipe in water play.</p> <p>To be able to run and know their limits confidently when doing physical activities.</p>
------------------------------------	--	--	---	--	---	--



<p>Personal, Social and Emotional Development <i>(SCARF Learning Intention)</i></p>	<p><u>Me and My Relationships.</u> Recognise that we are unique. Describe different feelings and use this to manage relationships. Understand that every family is different and love and care for one another.</p>	<p><u>Valuing Difference.</u> Recognise that there are differences between themselves. Celebrate their friends and include them. Understand people have different cultures and religions.</p>	<p><u>Keeping Myself Safe.</u> Explain what they should do if they feel unsafe. Recognise potential dangers and how to stay safe, inside and outside. Learn the importance of keeping safe around medicines and unknown products.</p>	<p><u>Rights and Responsibilities.</u> Learn about taking some responsibility for their own health. Describe ways in which they can help others and why they would do so. Take care of their home, their learning environment and the natural environment.</p>	<p><u>Growing and Changing.</u> Talk about change in the environment. Describe the change in babies, young animals and plants as they grow. Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like.</p>	<p><u>Being My Best.</u> Talk about healthy choices and activities. Develop resilience and persistence in their learning. Working cooperatively with other when faced with a challenge.</p>	
<p>Literacy <i>(Little Wandle: Foundations for Reading)</i></p>	<ul style="list-style-type: none"> To enjoy sharing a book with an adult To turn the pages of a book To begin to notice print with support To pay attention to words on the page To mark-make with support To enjoy drawing freely 		<ul style="list-style-type: none"> To listen to stories on the carpet To develop play around stories with the support of an adult To enjoy a more varied range of books To notice print independently To mark-make independently 		<ul style="list-style-type: none"> To have favourite books To develop play around stories independently To talk about a book To be able to choose a book To notice the first letter of their name To make marks that are meaningful To try to make marks to represent their name 		
<p>Phonics <i>(Little Wandle: Foundations for Phonics)</i></p>			<p>s, a, t, p, i, n</p> <p>Teach children to hear the same initial sound for words and names of objects.</p> <p>Teach children to blend CVC words using oral blending and objects.</p> <p>Teach children to find their name using their picture.</p>	<p>m, d, g, o, c, k, e</p> <p>Teach children to identify initial sounds of words and names of objects.</p> <p>Teach children to distinguish different sounds.</p> <p>Teach children to blend a wider range of CVC words using oral blending.</p> <p>Teach children to recognise the initial sound of their name.</p>	<p>u, r, h, b, f, l, j</p> <p>Teach children to identify initial sounds of words and names of objects.</p> <p>Teach children to articulate sounds correctly – including playing with voice sounds.</p> <p>Teach children to blend a wider range of words using oral blending.</p> <p>Teach children to recognise the capital letter that starts their name.</p>	<p>v, w, y, z, qu, ch</p> <p>Teach children to identify initial sounds of words and objects.</p> <p>Teach children to blend a wider range of words using oral blending.</p> <p>Teach children to match their name to their picture.</p>	<p>ch, x, sh, th, ng, nk</p> <p>Teach children to identify the final sounds of words and objects.</p> <p>Teach children to blend a wide range of words using oral blending</p>



<p>Mathematics <i>(White Rose + Early Years Staffroom)</i></p>	<p>Making patterns together [WR] Make games and actions [WR] Show me 5 [WR]</p>	<p>My own pattern [WR] Stop at 1, 2, 3, 4, 5 [WR] Match, sort, compare [WR]</p>	<p>Number 3 – subitising [EYS] Number 3 [EYS] Number 4 [EYS] Number 4 – Composition [EYS] Number 5 [EYS] Number 5 – Composition [EYS]</p>	<p>Number 6 [EYS] Height and Length [EYS] Mass [EYS] Capacity [EYS] Sequencing [EYS]</p>	<p>Positional language [EYS] More than / fewer [EYS] 2-D Shape [EYS] 3-D Shape [EYS] Number composition [EYS] What comes after? [EYS]</p>	<p>What comes before? [EYS] Numbers to 5 [EYS] On the move [EYS]</p>
<p>Understanding the World</p>	<p>To begin to be able to talk about members of their immediate family. To explore materials that have different properties. To begin to see a difference in themselves compared to others. To explore natural materials both indoors and outdoors. To show an interest in different occupations.</p>	<p>To learn about the five senses and how they can use these to describe what they see. To begin to talk about what they see in their immediate environment. To begin to make sense of their own life story and start to think about their family’s history. To explore how things, work in the environment. To begin to make connections about their own family and other people’s families.</p>	<p>To use all of their senses for a hands on exploration of natural materials. To be able to talk about what they see using a wide range of vocabulary, sometimes talking about how they feel towards what they see. Talk about the different materials that they explore, talking about the similarities and differences and why they like or dislike them.</p>	<p>Explore and talk about the forces that they feel. To continue developing positive attitudes towards people and the differences they might have. To talk about the differences and changes in materials that they see in their immediate environment. To begin to understand that there are different countries in the world and different people who live there.</p>	<p>To be able to plant seeds and care for growing things. Understand the key features of a life cycle of a plant and an animal. To begin to understand the need to care and respect the natural living environment.</p>	<p>To know that there are different people in different countries around the world and be able to use this to talk about differences within themselves and others. To talk about their own experiences of different countries. To continue using all of their senses for a hands on experiences in the natural environment, using this knowledge as a talking point for discussions.</p>
<p>The Natural World</p>	<p>To be able to explore the natural world around them. To be able to talk about what they see within their natural world, beginning to use their 5 senses. To begin to comment on natural season changes throughout the year and what these changes look like. To know how they can be respectful to the natural environment. To begin to explore and ask questions about plants growing. To be able to know about some lifecycles such as bean plants, tadpoles and caterpillars.</p>					



<p>Expressive Arts and Design</p>	<p>To show attention to sounds and music.</p> <p>To explore their voices and begin to join in with nursery rhymes.</p> <p>To explore a range of sound makers and instruments, playing them in different ways.</p> <p>To begin to make marks intentionally.</p> <p>To explore paint using their fingers and other parts of their bodies as well as paintbrushes and other tools.</p> <p>To begin to play different instruments, enjoying the sounds that they make.</p> <p>To begin to enjoy taking part in nursery rhymes that have actions.</p> <p>To make simple models which express their ideas.</p>	<p>To express ideas and feelings through the marks they make, beginning to give meaning to the marks that they make.</p> <p>To explore different materials freely to develop their own ideas on how to use them and what to make.</p> <p>To join different materials together and explore different textures.</p> <p>To begin to explore colour and colour mixing with paints, playdough and pens.</p> <p>To begin to listen with increased attention to sounds.</p> <p>To begin to play different instruments with increased control.</p> <p>To begin to take part in some pretend play.</p> <p>To be able to sing the pitch of a song sung by another person.</p>	<p>To begin to draw with increasing complexity and detail such as drawing a circle and adding in face details.</p> <p>To begin to use drawing to represent ideas such as movement and loud noises.</p> <p>To be able to listen with increased attention to sounds.</p> <p>To take part in pretend play and use an object to represent something else, even though those objects might not be similar.</p> <p>To respond to what they have heard, sometimes expressing their thoughts or feelings.</p> <p>To enjoy singing their own songs throughout their own play.</p> <p>To remember and sing entire songs.</p>	<p>To continue using drawing to represent ideas such as movement and loud noises and begin able to talk about the ideas behind their drawings.</p> <p>To begin to make imaginative small worlds with construction kits and blocks, such as making a small city.</p> <p>To play instruments with increased control and begin to express their feelings and ideas.</p> <p>To begin to create closed shapes with continuous lines and beginning to use these shapes to represent objects.</p> <p>To continue using different materials and manipulate them into creating their desired mark making.</p>	<p>To begin to develop complex stories using small world equipment, such as animals and dolls.</p> <p>To draw with detail and complexity, such as drawing a face and then adding a body and arms and legs.</p> <p>To begin to add or talk about the emotions that are in their drawings and mark making.</p> <p>To play instruments with control and to show expression and ideas within this.</p>	<p>To be able to make imaginative small worlds, such as a small city and be able to continue this play for many turns.</p> <p>To be able to develop complex stories using their prior knowledge and small world equipment.</p> <p>To used closed shapes to represent different objects, for example a square and a triangle to represent a house.</p> <p>To show emotions in their drawings, such as happy, sad and fear.</p> <p>To create their own songs or improvise on ones that they have heard.</p>
--	--	---	--	--	--	---