



The Early Years Foundation Stage (EYFS) Nursery 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	<ul style="list-style-type: none"> • To begin to sit on the carpet with other children • To enjoy spending time sitting with their key person • To develop the confidence to talk to their key 		<ul style="list-style-type: none"> • To listen to simple stories • To understand short sentences • To take part in circle time • To begin to listen to other children • To use language to share what they are thinking 		<ul style="list-style-type: none"> • To listen and respond to a simple instruction • To listen to simple stories and understand what is happening • To understand simple questions • To be able to pronounce multisyllabic words 	



	<ul style="list-style-type: none"> • person • To start to develop conversation 	<ul style="list-style-type: none"> • To talk to their peers during play 	<ul style="list-style-type: none"> • To develop the confidence to talk in front of others 			
Physical Development	<ul style="list-style-type: none"> • To become aware of the space around them • To engage in activities that require gross motor movements • To engage in fine motor skills activities • To grasp tools 	<ul style="list-style-type: none"> • To explore how they can fit into spaces • To experience working as part of a team • To spin and roll with support • To do up a zip with support • To feel confident to have a go at self-help tasks • To pick up a pen purposefully 	<ul style="list-style-type: none"> • To ride a scooter or tricycle • To make gross motor movements independently • To spin and roll independently • To do up a zip independently • To develop manipulation and control • To start eating independently 			
Personal, Social and Emotional Development <i>(SCARF Learning Intention)</i>	<ul style="list-style-type: none"> • To find ways to comfort themselves • To come into Nursery comfortably • To put things on their peg independently • To join in with the daily routines of Nursery • To establish their sense of self • To observe other children play • To start to join in with other children's play 	<ul style="list-style-type: none"> • To begin to talk about their feelings • To recognise how other children are feeling • To be able to manage transitions • To use the toilet with support • To ask for help from a familiar adult • To express preferences • To begin to develop friendships with other children • To begin to work with others 	<ul style="list-style-type: none"> • To regulate themselves sometimes with support • To talk about their feelings in more elaborated ways • To talk about likes and dislikes • To use the toilet independently • To watch other children and begin to join in • To take turns • To begin to play alongside other children 			
Literacy <i>(Little Wandle: Foundations for Reading)</i>	<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 			
Phonics <i>(Super Sounds)</i>	<ul style="list-style-type: none"> • Listen and join in with stories, songs and games • Make sounds as I join in with stories and songs • Match the sounds that I've heard with a picture • Copy the sounds I've heard • Name some animals / objects and make their sounds 	<ul style="list-style-type: none"> • Listen and join in with stories, songs and games • Take turns to explore different musical instruments • Play instruments to make different sorts of sounds e.g. fast / slow / loud / quiet • Match the way I play an instrument 	<ul style="list-style-type: none"> • Learn simple songs and sing from memory • Join in with repeated refrains in stories • Copy a rhythm by clapping or using an instrument • Make up our own rhythmic patterns • Clap the syllables in our names • Clap the syllables in everyday words • Clap the syllables in words to sort objects 	<ul style="list-style-type: none"> • Join in with rhyming stories and songs • Fill in the rhyming gaps in stories • Match rhyming objects from small sets of 6 objects • Continue a rhyming string using props / picture • Identify objects in a set which don't rhyme • Say a rhyming list from memory • Make up our own rhyme 	<ul style="list-style-type: none"> • Hear the similarities in the first spoken sounds in words • Say the first spoken sounds in words • Find two objects beginning with the same sound from a set of objects • Sort objects which don't begin with the same spoken sound as others • Say a 4-word tongue twister from memory • Sort similarities and differences in letter shapes 	<ul style="list-style-type: none"> • Hear all the separate sounds in a spoken cvc word • Say all the spoken sounds in a cvc word • Orally blend spoken sounds to say the full cvc word • Match orally blended words to corresponding objects / actions • Orally segment words to say each spoken sound separately • Retell a simple, familiar story from memory



		<p>with a symbol or instruction</p> <ul style="list-style-type: none"> I can name some instruments Clap a steady beat as I join in with musical activities 				
<p>Mathematics <i>(White Rose)</i></p>	<p>More than, fewer than, same</p> <p>Explore and build with shape and objects</p> <p>Explore repeats</p> <p>Hear and say number names</p>	<p>Begin to order number names</p> <p>I see 1, 2, 3</p> <p>Join in with repeats</p>	<p>Explore position and space</p> <p>Show me 1, 2, 3</p> <p>Move and label 1, 2, 3</p> <p>Explore position and routes</p>	<p>Explore position and routes</p> <p>Explore own first patterns</p> <p>Take and give 1, 2, 3</p>	<p>Match, talk, push and pull</p> <p>Talk about dots</p> <p>Compare and sort collections</p>	<p>Lead own repeats</p> <p>Start to puzzle</p>
<p>Understanding the World</p>	<ul style="list-style-type: none"> To know that some people are special in their lives To explore different materials with support To begin talking about what they can see To repeat actions that have an effect 		<ul style="list-style-type: none"> To talk about familiar people To talk about their family To know who their family are To share what they have been doing at home To talk about the weather, e.g. identifying if it is 'sunny' To explore different materials independently 		<ul style="list-style-type: none"> To know that there are different times in the day, e.g. lunch time To know people are different To understand what each area of the room is used for To recognise similarities To notice changes in the weather 	
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> To explore paint To make marks intentionally To explore different materials To move and dance to music To play with 'small world' objects 		<ul style="list-style-type: none"> To express my ideas through making marks To use paint to make marks To notice that things can be joined together To know 1 nursery rhyme To explore instruments To develop pretend play with support 		<ul style="list-style-type: none"> To use tape and glue to stick things together To stack objects To recognise red, blue and yellow To move and dance to music To know 2 nursery rhymes To know that instruments produce sounds To begin to develop pretend play 	