

St. Wilfrid's Primary School – EYFS Progression Map.

Intent: At St. Wilfrid's Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promoted challenge, exploration, adventure and a real love of learning. It is our **intent** that all children develop physically verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent and believe in themselves and interact positively with others. We understand that play is an integral part of learning and this is the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early education has to play in providing firm foundations upon which the rest of the child's education is successfully based.

Implementation:

At St. Wilfrid's Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen and sand pit. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught initially through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive weekly updates about their child's learning through dojo. Parents enjoy using dojo to engage in their child's learning and share experience from home.

As part of the learning and teaching process, children are assessed in relation to their progress, firstly identifying where the children are developmentally and what the next step in their learning should be. Children are then identified as on track or not on track developmentally. If children are identified as not on track early intervention is swift and additional support is given. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

		Nursery	Reception
Communication and language	Knowledge & Skills	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts • Understand 'why' questions • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication. • Develop their pronunciation • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: 	Understand how to listen carefully and why listening is important. <ul style="list-style-type: none"> • Learn new vocabulary and use the new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities. • Develop social phrases. • Engage in story times, listening to and talking about stories to build familiarity and understanding. • Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books, listening to and talking about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Key vocabulary	Nursery rhymes, questions, answer, instructions, conversation	Nursery rhymes, questions, answer, instructions, conversation, retell.
	How it is covered	C&L is interwoven into all elements of the EYFS in each term <ul style="list-style-type: none"> -Rich language environment. -Listening and engaging in story time daily - Learning Nursery rhymes and Number rhymes - Positive play Additional support Bug Club Language booster Blast Launchpad for literacy Poetry Basket	C&L is interwoven into all elements of the EYFS in each term <ul style="list-style-type: none"> -Rich language environment -Listening and engaging in story time and non-fiction texts - Answering and asking Ws questions in whole class reading and PSHE - Learning rhymes, poems and stories - Circle time and PSHE Jigsaw activities - Explicit teaching of new vocabulary in whole class reading Additional Support Blast Launchpad for literacy Poetry basket
PSE	Knowledge and skills	Nursery <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying 	Reception <p>See themselves as a valuable individual.</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine

		their hands thoroughly. • Make healthy choices about food, drink, activity and tooth brushing	
	Key vocabulary	rules, voice, feelings – happy, sad, worried, angry, tired, scared, emotions	respect, rules, perseverance, resilience, hygiene, feelings, independent, emotions, friendship
	How it is covered	PSED is interwoven into all elements of the EYFS in each term Jenny Mosely Dansi Good to be Green Smartie the Penguin Life to the full Examen	PSED is interwoven into all elements of the EYFS in each term Jenny Mosely Dansi Good to be Green Smartie the Penguin Life to the full Examen
Physical development	Knowledge and skills	Nursery Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Reception Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes
	Key vocabulary	walk, hop, crawl, travel, stop, start, balance, turn, direction	Direction, speed, control, space, exercise, health, obstacle, balance, throw, catch, aim, roll, control, coordination
	How is it covered?	Fine Motor skills are taught consistently throughout the year with opportunities to practise daily in CP through a fine motor station – threading, pincer movements, playdough, peg boards, puzzles PE Lessons Circle time	Fine Motor skills are taught consistently throughout the year with opportunities to practise daily in CP through a fine motor station – threading, pincer movements, playdough, peg boards, puzzles PE lessons Circle time Discreet handwriting sessions
Literacy	Knowledge and skills	Nursery Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately.	Reception Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.
	Key vocabulary	stories, opinion, question, answer, refrain sounds, loud, quiet, initial sounds, stretchy sounds, bouncy sounds straight lines, diagonal lines, circles, spirals, clockwise and anti-clockwise movements	Characters, retell, events, beginning, middle, end, sequence, fiction, non-fiction Curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture Lower-case, capital letters, formation, finger spaces, full stops, digraphs, trigraphs, sound fingers, letter, word, phrase, sentence, tripod grip
	How is it covered?	Launchpad for literacy Phase 1 phonics Poetry basket Daily name writing	Daily writing as part of Sounds Write Phonics sessions, adult-led writing activities and writing opportunities during Continuous Provision. Continuous Provision and Handwriting as part of phonics and discrete sessions A range of genres in class book focus. Launchpad for literacy Poetry basket
Maths	Knowledge and skills	Nursery	Reception
		Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order to 5.	Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten.

		<ul style="list-style-type: none"> • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. <ul style="list-style-type: none"> • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then... 	<ul style="list-style-type: none"> • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity
	Key vocabulary	count, number, numeral, more than, less than, total, altogether off, up, down, under, above, besides, direction, pattern, first, next, last, 2D shapes, circle, triangle, rectangle, square, corners, 3D, longest, shortest, heaviest, lightest, empty, full	Number, numeral, number sentence, more, less, same, equal, add, plus, total, altogether, take away, subtract, fewer, double, number bond Length, long(er/est), short, weight, heavy, light, capacity, full, empty, half full, nearly empty, nearly full pattern, repeating, 2D, flat, corners, sides, straight, curved, 3D, solid, face, edges, vertices
	How is it covered?	White Rose Maths	White Rose Maths NCETM
Understanding the World	Knowledge and skills	Nursery Use all their senses in hands-on exploration of natural materials. <ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	Reception Talk about members of their immediate family and community. <ul style="list-style-type: none"> • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them
	Key vocabulary	family, change, growth, baby, toddler, child, adult jobs, differences, similarities, countries, world, land, sea Senses, material, natural, change, plants, seeds, water, light, life cycle, young, old, push, pull, stretch, melt, heat, freeze	past, present, change, time, timeline Similar, different, country, world, map, religion, belief, community, celebration, family Similar, different, country, world, Earth, senses, touch, taste, sight, hearing, smell, nature, habitat, space, planets, sun, stars, seaside, tides, ocean, seas, shadow, light, freeze, melt
	How is it covered?	Come and See RE Life to the Full Ten Ten Living Eggs Visits from people from the local community Unicef Paddington postcards Investigating the outdoor environment Real life experiences	Come and See RE Life to the Full Ten Ten Living Eggs Visits from people from the local community Unicef Paddington postcards Investigating the outdoor environment Real life experiences.
Expressive art and Design	Knowledge and skills	Nursery Take part in simple pretend play, using an object to represent something else even though they are not similar. <ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. 	Reception Explore, use and refine a variety of artistic effects to express their ideas and feelings. <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.

		<ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas 	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups
	Key vocabulary	Join, combine, materials, shapes, lines, detail, feelings, colour mixing, colour, light, dark Instrument, music, song, tune, pitch, quick, fast, retell, imagination, story, characters, songs	Colour, warm, cool, mix, blend, shade, texture, background, outline, retell, characters, story, music, rhythm, lyrics, dance, movement, beat retell, characters, story, music, rhythm, lyrics, dance, movement, beat, melody, tempo
	How is it covered?	*During Continuous Provision, there is always opportunity to develop storylines through play in role play areas, small world areas and construction both indoors and out *Construction, fine motor, creative and role play activities are always available in Continuous Provision to allow pupils to explore a range of materials.	*During Continuous Provision, there is always opportunity to develop storylines through play in role play areas, small world areas and construction both indoors and out * Construction activities are always available during Continuous Provision. Pupils are encouraged to explore their own interests as well as solving challenges linked to focus texts. Pupils are taught to combine materials and explore attaching them in different ways to solve a problem