

EYFS Progression 2021-22

PRIME AREAS

<p>Communication and Language</p> <p>Language and Understanding</p> <p>Speaking</p>	<p>LA&U – Learning to listen – carpet time expectations, responding to simple instructions, exploring sounds, actions songs/rhymes, musical instruments & sound makers, understanding simple questions and basic concepts, understanding simple positional language</p> <p>S – Holding simple conversations, sharing thoughts, feelings, experiences and ideas with others, using simple sentences and gestures, learning simple Makaton signs and symbols</p>	<p>LA&U – listening in small groups, answering simple questions and learning to ask questions, talking about stories, joining in with repeated phrases, beginning to use positional language, following instructions, understanding use of objects</p> <p>S – beginning to speak in more complex sentences, explaining events in order using words like first, next, and then, etc., developing rules of conversation</p>	<p>LA&U – maintaining attention for longer periods of time, following more complex instructions, understanding why and how questions</p> <p>S – telling a simple story in own words, singing a range of songs, using correct tenses, expanding sentences and learning new vocabulary, starting conversations, describing position using a wider range of positional language</p>
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<p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <p>Managing Self</p> <p>Building relationships</p>	<p>SR - Separating from carer, learning rules, routines and boundaries, exploring, expressing feelings & interests</p> <p>MS – Hand-washing & toileting hygiene, snack time & manners, managing belongings and lunch time transition</p> <p>BR – Playing alongside others, getting to know everyone, building sense of belonging, talking about own immediate family</p>	<p>SR – embedding rules, routines and boundaries, sharing and taking turns, developing patience and tolerance, managing new social situations</p> <p>MS – selecting and using resources with support, learning to self-reflect and value praise, enjoying responsibility of small tasks, developing independence with dressing, hand-washing and toileting</p> <p>BR – building confidence to talk to others, playing in a group and developing play ideas, asking others to play and being friendly</p>	<p>SR – showing understanding of rules and how our actions affect others, resolving conflicts with peers</p> <p>MS – developing confidence to share ideas and opinions, talk about what they are good at and things they like doing</p> <p>BR – holding conversations and playing cooperatively with others, asking questions meeting new people including new friends, teachers and staff</p>
<p>Physical Development</p> <p>Gross Motor Skills</p> <p>Fine Motor Skills</p>	<p>GMS – exploring outdoor space – running, climbing, balancing, riding bikes, large scale construction, mark-making and streamers using large shoulder and arm movements</p> <p>FMS – using simple tools including water, sand & mud kitchen resources, cooking utensils, Lego and blocks, snipping with scissors, mark-making including drawing & painting, playdough manipulation, threading and pegging</p> <p>Managing risks – learning to recognising what is safe and what might not be and why (introducing and exploring school rule 'Be Safe'), learning to manage eating, drinking, toileting and hand washing</p>	<p>GMS – moving in different ways, developing spatial awareness, avoiding/managing obstacles, throwing and catching, mark-making – large circles, lines and letter patterns, movements requiring elbow and wrist pivot</p> <p>FMS – developing pencil grip and control including letter and letter pattern tracing, copying letter patterns in a range of media as well as pencils and paper, using scissors to cut along a line, fine motor skills to develop finger strength</p> <p>Managing risks – learning to use and transport equipment safely, indoors and outside, learning the effect of activity on their bodies, developing</p>	<p>GMS – exploring different ways of moving including jumping and landing, balancing, changing speed and direction, travelling, pushing, throwing and catching, developing coordination, building strength and stamina</p> <p>FMS – tripod grip, beginning to copy letters, learning letter formation and anti-clockwise movements, retracing of lines, beginning to sit letters on lines, introduction to cursive handwriting</p> <p>Healthy Living – learning the importance of exercise, eating, sleeping and good hygiene, managing toileting and dressing, managing transitions including lunch</p>

		independence with eating, drinking, toileting and hand washing	times, assemblies, new class room, sports day and school trips			
SPECIFIC AREAS						
Literacy -Phonics (Letters and Sounds framework)	Phase 1 throughout the year					
	Phase 1 Phonological Awareness	Phase 1 Phonological Awareness	Phase 1 Phonemic Awareness	Phase 1 Phonemic Awareness	Phase 1 Phonemic Awareness	Phase 1 Phonemic Awareness
	Aspect 1 Environmental Sounds Aspect 2 Instrumental Sounds	Aspect 1 Environmental Sounds Aspect 2 Instrumental Sounds Aspect 3 Body Percussion	Revise Aspects 1-3 Aspect 6 Voice Sounds Aspect 7 Oral Blending and Segmenting	Revise Aspects 1-3,6 Continue to Teach Aspects 6-7	Revise Aspects 6-7 Aspect 4 Rhythm and Rhyme Aspect 5 Alliteration Introduce Ph2 GPCs?	Revise Aspects 4-7 Continue to introduce Ph2 GPCs?
Literacy Communication Word Reading Writing	C – listening to and joining in with rhythmic rhymes, songs and stories, Phase 1 phonics activities exploring environmental, instrumental, body, animal and voice sounds, rhyme and alliteration, developing an interest in and love of books, making simple story maps using characters, events and settings in nursery rhymes WR – Learning that printed and hand written text carries meaning (through		C – listening to and joining in with stories and action rhymes, talking about stories they have enjoyed, learning who story characters are, what happened and where and developing recall, learning how to handle books and key features including title, author, text and that print is read from left to right blending/segmenting, making sensory story maps and telling the story in own word.	C – recalling stories including characters, settings and events, showing interest in different types of texts including instructions, lists, newspapers, leaflets/posters, information books and websites WR - Phase 1 phonics focus – initial sounds, oral blending and segmenting, exploring rhyming strings, linking sounds to letters, name and cvc word reading		

	<p>consistent adult modelling), learning to recognise own name</p> <p>W – mark-making, talking about marks they have made, beginning to give simple meaning</p>	<p>WR – recognising own name including what sound and letter it starts with, recognising familiar logos, looking at print in the environment</p> <p>W - drawing/painting in more detail, pictures which are more recognisable, pretend writing, talking about what they have drawing or written</p>	<p>W – writing for a purpose including name, labels and captions, developing letter formation and using identifiable letter shapes to communicate meaning, being able to talk about what they have drawn and written</p>
Maths	Please see separate WRM LTP		
<p>Understanding the World</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>Natural World</p>	<p>P&P – order of the day (first, next, last), learning days of the week song, looking at baby photos and how we have grown/changed, talking about own experiences</p> <p>PC&C – looking at family photos, talking about and comparing families, familiar role play, sharing experiences of celebrations including birthdays, Halloween, Bonfire Night, Remembrance Day, Children in Need, Advent and Christmas.</p> <p>NW – Exploring outdoors through sensory/mindfulness, play and Forest School activities, talking about what we notice, small world play following children’s interests and fascinations, learning about Autumn and Winter, planting spring bulbs</p>	<p>P&P – talking about special times and significant experiences through activities like ‘Tapestry Time’, sequencing daily events and seasons.</p> <p>PC&C – beginning to compare ourselves to others, talking about similarities and differences, learning about Easter and other family / cultural celebrations.</p> <p>NW – noticing and describing key features of our immediate environment including natural and man-made structures and materials they are made from, talking about the weather and observing changes over time, learning about Spring, talking about why things happen, carrying out experiments and finding out how things work</p>	<p>P&P – exploring things that are very old and comparing them with things that are new</p> <p>PC&C – showing an interest in different occupations, talking about what they would like to be when they grow up</p> <p>NW – planting seeds and caring for plants, understanding key features of the life cycle of a plant and animal, learning to be respectful for the creatures and the environment, discovering forces – floating and sinking, light and shadows, magnetism</p>

<p>Expressive Arts and Design</p> <p>Creating with materials</p> <p>Being Imaginative & Expressive</p>	<p>CWM – mark making using a range of sensory media, exploring colour, sounds, tastes, smells and textures Focus – chalking, self-portraits, printing, collaging, colour mixing, sparkle, reflection, construction</p> <p>BI&E – learning new songs and rhymes, exploring sounds through banging, shaking, tapping and blowing, engaging in familiar role play and small world pretend play</p> <p>Cooking – skill focus - spreading</p>	<p>CWM – exploring colours and how they can be changed, describing shapes and textures, using different construction materials including junk modelling to build and balance, making simple story props, BI&E – music and movement, exploring the sounds of a range of instruments, building their repertoire of songs and rhymes, engaging in imaginative play with friends based on stories they have enjoyed and using available props</p> <p>Cooking – skill focus – mixing</p>	<p>CWM – observational drawings/paintings, modelling and manipulation using dough and combining media, developing confidence when using simple tools and techniques, choosing resources and learning to adapt, choosing colours for a purpose, choosing what to make and choosing what they need, music inspired art – linking sound and colour to express emotion, sharing their creations and explaining processes</p> <p>BI&E – making up and acting out stories of their own with friends and teachers, playing imaginatively with small world resources, singing favourite songs, playing instruments with control and making up songs and dances of their own</p> <p>Cooking focus – chopping</p>
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