



Early Years Foundation Stage Progression Document 2021-2022

Progression Map EYFS Page 1		Cycle 1 We Built this City!	Cycle 2 Up in Flames!	Cycle 3 Ask yourself why?
Personal, Social and Emotional development	Making Relationships	To seek support of adults when needed To gain confidence to speak to peers and adults To play with children who are playing with the same activity To begin to develop friendships To have positive relationships with adults.	To begin to work as a group with support To use taught strategies to support turn taking To listen to the ideas of other children and agree on a solution and compromise	To work as a group To begin to develop relationships with other adults around the school To have confidence to communicate with adults around the school To have strong friendships
	Sense of Self	To show confidence in speaking to others about their own needs, wants, interests and opinions in familiar group. Has a clear idea about what they want to do in their play and how they want to go about it	To show confidence in choosing resources and perseverance in carrying out a chosen activity To recognise that they belong to different communities and social groups and communicate freely about own home and community Can describe their competencies, what they can do well and are getting better at.	To be more aware of their relationships to particular social groups and sensitive to prejudice and discrimination Can describe themselves in positive but realistic terms
	Understanding emotions	To recognise different emotions To understand how people show emotions To focus during short whole class activities To follow one step instructions To talk about how they are feeling To begin to consider the feelings of others To adapt behaviour to a range of situations	To focus during longer whole class lessons To follow two step instructions. To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others	To control their emotions using a range of techniques To set a target and reflect on progress throughout To maintain focus during extended whole class teaching To follow instructions of three steps or more

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- Self Regulation
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Managing Self
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Building Relationships
• Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.

Progression Map EYFS Page 2		Cycle 1 We Built this City!	Cycle 2 Up in Flames!	Cycle 3 Ask yourself why?
Communication and Language	Listening , Attention and Understanding	To understand how to listen carefully To understand why listening is important To be able to follow directions To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions To respond to instructions with more than one step	To ask questions to find out more To begin to understand humour To understand a range of complex sentence structures To retell a story To follow a story without pictures or props	To understand questions such as who, what, where, when, why and how To have conversations with adults and peers with back and forth exchanges
	Speaking	Uses talk in pretending that objects stand for something else in play To talk in front of a small group To talk to adults in class. To learn new vocabulary To answer questions in front of whole class. To be able to tell a past event in order. To use new vocabulary throughout the day	Uses language to imagine and recreate roles and experiences in play situations To develop the confidence to talk to other adults they see on a daily basis To talk in sentences using conjunctions e.g. and, because To share their work to the class- standing up at the front To use new vocabulary in different contexts To engage in non-fiction books	To link statements and stick to a main theme To use talk to organise, sequence and clarify thinking, ideas, feelings and events To talk to different adults around the school To talk about why things happen To talk in sentences using a range of tenses

ELG

- Listening, Attention and Understanding • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Speaking • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

Progression Map EYFS Page 3		Cycle 1 We Built this City!	Cycle 2 Up in Flames!	Cycle 3 Ask yourself why?
PD	Moving and Handling	<p>Move body in a range of ways. Stop safely. Change direction. To hold body still for a balance. Jump off an object and lands safely. Show a preference for a dominant hand Begin to use anticlockwise movement and retrace vertical lines Begin to use tripod grip when holding mark making tools Thread large beads Thread small beads Write taught letters starting to use correct formation. Handle tools, objects, construction and malleable materials safely and with increasing control and intention. Hold a knife and fork correctly and begin to cut food with support.</p>	<p>Experiment with different ways of moving, including moving body in response to music. Follow instructions within PE lesson in order to understand games. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Balance using apparatus Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Thread small beads Write taught letters starting to use correct formation. Handle tools, objects, construction and malleable materials safely and with increasing control and intention. Hold a knife and fork correctly and begin to cut food with support.</p>	<p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it and show some accuracy and consistency when doing so. Play against an opponent and show resilience during defeat. Play by the rules and develop coordination. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly Formed Hold scissors correctly and cut various materials. Create drawings with details. Use smaller paintbrushes. Hold knife and fork correctly and attempt to cut food independently.</p>
	Health and self care	<p>Wash hands independently Use toilet independently. Puts on own coat. Establish a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important Contribute to develop class rules and understand the need for them. Confident to try new activities.</p>	<p>Shows understanding of how to transport and store equipment safely Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad Attempts to get themselves prepared for outdoor wet play/forest school by putting on own dungarees and wellies.</p>	<p>Practices some appropriate safety measures without direct supervision, Identify and name some healthy foods. Collect all belongings and do zips and buttons independently. Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health. Puts on own dungarees and helps others with theirs.</p>

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- Gross Motor Skills • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Fine Motor Skills • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

Progression Map EYFS Page 4		Cycle 1 We Built this City!	Cycle 2 Up in Flames!	Cycle 3 Ask yourself why?
Literacy	Reading	<p>To use pictures to tell stories To sequence familiar stories To independently look at a book, holding them the correct way and turning pages To enjoy an increasing range of print and digital books, both fiction and non-fiction To begin to answer questions about the stories read to them To begin to recognise some written names of peers, siblings or "Mummy"/"Daddy" To begin to develop phonological and phonemic awareness. To continue a rhyming string and identifies alliteration. To hear and say the initial sound in words</p>	<p>To act out stories .To begin to predict what may happen in the story To suggest how a story might end..To retell a story To follow a story without pictures or props To talk about the characters in the books they are reading To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books To begin to segment the sounds in simple words and blend them together and knows which letters represent some of them To start to link sounds to letters, naming and sounding the letters of the alphabet. To begin to link sounds to some frequently used digraphs..To begin to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</p>	<p>To engage with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text To include everyday literacy artefacts in play, such as labels</p>
	Writing	<p>To copy their name To give meanings to the marks they make To copy taught letters To write initial sounds To begin to write CVC words using taught sounds To write their name To use the correct letter formation of taught letters To write words and labels using taught sounds To begin to write captions using taught sounds</p>	<p>To form lowercase letters correctly To begin to write sentences using fingers spaces To understand that sentences start with a capital letter and end with a full stop To spell words using taught sounds To spell some taught tricky words correctly To form lowercase letters correctly and begin to former capital letters To write sentences using finger spaces and full stops To spell words using taught sounds To spell some taught tricky words correctly</p>	<p>To form lowercase and capital letters correctly To begin to copy letters using a lead in and lead out To begin to write longer words which are spelt phonetically To begin to use capital letters at the start of a sentence To use finger spaces and full stops when writing a sentence To spell some taught tricky words correctly To begin to read their work back To form lowercase and capital letters correctly To copy letters using a lead in and lead out To begin to write longer words and compound words which are spelt phonetically To write sentences using a capital letter, finger spaces and full stop To spell some taught tricky words correctly To read their work back and check it makes sense</p>

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- Comprehension • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.
- Word Reading • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Writing • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

Progression Map EYFS Page 5		<p align="center">Cycle 1 We Built this City!</p>	<p align="center">Cycle 2 Up in Flames!</p>	<p align="center">Cycle 3 Ask yourself why?</p>
Maths	Subitising	<p>Perceptually subitise within three Identify sub-groups in larger arrangements. Create their own patterns for numbers within 4 Practise using their fingers to represent quantities which they can subitise. Experience subitising in a range of contexts including temporal patterns made by sounds. Subitise within 5, perceptually and conceptually, depending on the arrangements.</p>	<p>Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements. Explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part. Experience patterns which show a small group and 'one more'. Continue to match arrangements to finger patterns. Explore symmetrical patterns in which each side is a familiar pattern, linking this to 'doubles.'</p>	<p>Continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns. Use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number. Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10. Be encouraged to identify when it is appropriate to count and when groups can be subitised.</p>
	Cardinality, ordinality and counting	<p>Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set. Have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song. Have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting. Have opportunities to develop an understanding that anything can be counted including actions and sounds Explore a range of strategies which support accurate counting. Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand. Begin to count beyond 5 Begin to recognise numerals, relating these quantities they can subitise and count.</p>	<p>Continue to develop verbal counting to 20 and beyond. Continue to develop object counting skills, using a range of strategies to develop accuracy. Continue to link counting to cardinality including using their fingers to represent quantities between 5 and 10. Order numbers, linking cardinal and ordinal representations of number.</p>	<p>Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers. Continue to develop confidence and accuracy in both verbal and object counting.</p>
	Composition	<p>See that all numbers can be made of 1s. Compose their own collections within 4. Explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot. Explore the composition of numbers within 5.</p>	<p>Continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5. Explore the composition of 6, linking this to familiar patterns, including symmetrical patterns. Begin to see that numbers within 10 can be composed of '5 and a bit.'</p>	<p>Explore the composition of odd and even numbers, looking at the 'shape' of these numbers. Begin to link even numbers to doubles. Begin to explore the composition of numbers within 10. Explore the composition of 10.</p>
	Comparison	<p>Understand that sets can be compared according to a range of attributes, including by their numerosity. Use the language of comparison, including 'more than' and 'fewer than.' Compare sets 'just by looking'. Compare sets using a variety of strategies, including 'just by looking', by subitising and by matching. Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</p>	<p>Continue to compare sets using the language of comparison and play games which involve comparing sets. Continue to compare sets by matching, identifying when sets are equal. Explore ways of making unequal sets equal.</p>	<p>Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number and its position in the number system. Order sets of objects, linking this to their understanding of the ordinal number system.</p>

Progression Map EYFS Page 6	Cycle 1 We Built this City!	Cycle 2 Up in Flames!	Cycle 3 Ask yourself why?
Maths	<p>Shape and spacial awareness</p> <p>Make a complete circuit with a train track Direct a simple robot or remote-controlled toy vehicle along a route See things from other viewpoints. E.g. With toys in a line 'Can you say what the teddy on the other side is seeing?' Respond to more specific positional language correctly Describe the position of things using more specific positional language.</p>	<p>Select, rotate and manipulate 2D and 3D shapes, construction materials as well as found objects to fulfil a particular need e.g. choosing flat faced 3D shapes to build a tower, selecting the correct shapes and orienting them correctly to complete a complex 2D or 3D shape picture Know the names of the 3D shapes cube, sphere, square based pyramid, triangular based pyramid, cuboid and triangular prism. Know the properties of the 4 basic 2D shapes. Know the properties of the 3D shapes.</p>	<p>Spot shapes within shapes Investigate how shapes can be combined to create different shapes.</p>
	<p>Pattern</p> <p>Say which part of an ABAB pattern is repeating Continue ABC patterns. Spot an error in an ABC pattern and correct Continue an ABC pattern that ends mid unit</p>	<p>Create ABC pattern Create ABB pattern Create ABBC pattern Spot errors in AB, ABC, ABB and ABBC patterns. Symbolise AB, ABC, ABB, ABBC patterns in simple ways. Use a symbolised pattern to create a pattern in a different media.</p>	<p>Investigate whether a pattern will or will not fit around a circle. Investigate whether a pattern will or will not fit around a border with a fixed number of spaces Identify the unit of repeat in patterns in the environment Know butterflies have a symmetrical pattern on their wings. Explore creating symmetrical patterns</p>
	<p>Measures</p> <p>Find out which container will hold more than another container Know that a balance scale will be lower on the side where the object is heavier Predict/estimates related to capacity e.g. which container would need to be used to carry these items? What could we fit in here? Make estimates related to distance e.g. how far I think a tire will roll, how many construction toys will be needed to span an area</p>	<p>Order at least 3 items from smallest to biggest Order at least 3 items from heaviest to lightest Order at least 3 items by capacity Help to solve everyday problems that involve comparisons of size, weight and capacity Compare filling a container with fluid or objects using small, medium sized and large containers Compare creating a tower with small, medium sized and large objects Use a balance scale to compare somethings weight using small, medium sized and large objects.</p>	<p>Make a tower of blocks that is the same height, taller and smaller than myself Compare a tower of multilink to an object and describe if it is the same size, longer/bigger or smaller/shorter Measure the length of objects using various measuring apparatus Order and sequences important times during the day Know and understand the words 'before', 'after', 'next', and the relative terms 'yesterday' and 'tomorrow' Know what the days of the week are. Talk about how many 'sleeps' there are before an event Measure how long an activity takes in simple ways e.g. by counting, by using a simple timer Beginning to understand the concept of minutes by being timed to do as many actions as possible in a certain number of minutes</p>

ELG

- **Number** • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- **Numerical Patterns** • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Progression Map EYFS Page 7		Cycle 1 We Built this City!	Cycle 2 Up in Flames!	Cycle 3 Ask yourself why?
UTW	People and Communities	To know about family structures and talk about who is part of their family and join in with family customs and routines. To know about my own life-story. To know how I have changed. To identify similarities and differences between themselves and peers. To know that Clifton Moor is in York. To know about features of the immediate environment such as there is a man-made lake opposite school. To know that there are many countries around the world. To talk about the Christmas Story and how it is celebrated To know that people around the world have different religions	To talk about Chinese New Year. To know about people who help us within the local community To know that Christians celebrate Easter. To talk about past and present events in their own life and in the lives of family members . To know that other children do not always enjoy the same things, and are sensitive to this.	To know that people in other countries may speak different languages To know that simple symbols are used to identify features on a map To know about figures from the past To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class
	The World	To ask questions about the natural environment. To respect and care for the natural environments To know about and recognise the signs of Autumn To know about features of the world and Earth	To know about and recognise the signs of Winter To know some important processes and changes in the natural world including states of matter. To know about and recognise the signs of Spring To know about features of my own immediate environment and how they might vary from another. To plant seeds	To observe the growth of seeds and talk about changes To know how to care for growing plants To learn about life cycles of plants and animals To know that some animals are nocturnal To know about and recognise the signs of Summer To know that some things in the world are man-made and some things are natural To harvest grown fruit and vegetables
	Technology	To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons To learn about esafety To know how to operate simple equipment To draw pictures on IWB and begin to change colours To use the iPad to take pictures	To access, understand and interact with a range of technology within the Year R environment To draw pictures on IWB, changing colour and pen size To use the IWB, changing games and programmes	To use Tapestry to add their own observations to their learning journey - taking pictures, adding text and saving To explore how a Bee-Bot works To use the internet with adult supervision to find and retrieve information To begin to give reasons why we need to stay safe online To use the BeeBots and program them to go forwards and backwards To type their name using a laptop

ELG

- Past and Present - Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
- People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
- The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Progression Map EYFS Page 8		Cycle 1 We Built this City!	Cycle 2 Up in Flames!	Cycle 3 Ask yourself why?
Expressive Arts and Design	Creating with Materials	<p>To name colours To experiment with mixing colours To create simple representations of people and objects To draw and colour with pencils and crayons To role play using given props and costumes To explore different techniques for joining materials (Glue Stick) To know how to work safely and hygienically To use non-statutory measures To use some cooking techniques To use different construction materials To use colours for a particular purpose To share their creations. To explore different techniques for joining materials. To know how to work safely and hygienically To use non-statutory measures. To use some cooking techniques</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk To explore different techniques for joining materials To know how to work safely and hygienically To use non statutory measures. To use some cooking techniques. To use tools to cut and join wood To know the names of tools. To use natural objects to make a piece of art. To share creations and talk about the process To explore different techniques for joining materials To make props and costumes for different role play scenarios To know how to work safely and hygienically To use non statutory measures (spoons, cups) To use some cooking techniques To use tools to cut and join wood using different nails and screws To know the names of tools</p>	<p>To know which prime colours you mix together to make secondary colours To plan what they are going to make. To draw more detailed pictures of people and objects To manipulate materials To create observational drawings To know how to work safely and hygienically To use nonstatutory measures. To use some cooking techniques. To know some similarities and differences between materials To learn about and compare artists. To explore, use and refine a variety of artistic effects to express their ideas and feeling To share creations, talk about process and evaluate their work To adapt work where necessary Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. To use different construction materials Fruit Kebab, Biscuits, Salads To use tools to cut and join wood using different nails and screws To know the names of tools Sandwiches, Fruit Kebab, Biscuits, Salads</p>
	Being Imaginative and Expressive	<p>To sing and perform nursery rhymes To join in with whole school singing assemblies To experiment with different instruments and their sounds To talk about whether the like or dislike a piece of music To create musical patterns using body percussion To use costumes and resources to act out narratives To perform a song in the Christmas Play To learn and perform a poem at the Christmas Concert To join in with whole school singing assemblies To pitch match To sing the melodic shape of familiar songs To begin to build up a repertoire of songs To sing entire songs To use costumes and resources to act out narratives</p>	<p>To join in with whole school singing assemblies To create musical patterns using untuned instruments To begin to create costumes and resources for role play To perform songs at the Easter Concert To join in with whole school singing assemblies To associate genres of music with characters and stories To create costumes and resources for role play</p>	<p>To perform songs at the Easter Concert To join in with whole school singing assemblies To associate genres of music with characters and stories To create costumes and resources for role play To move in time to music To learn dance routines To join in with whole school singing assemblies To act out well know stories To follow a musical pattern to play tuned instruments To create narratives based around stories To perform in the Year R Graduation (songs, poems, stories, dance) To listen to poems and create their own To join in with whole school singing assemblies To create own compositions using tuned instruments To invent their own narratives, making costumes and resources</p>

ELG

- Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.
- Being Imaginative and Expressive • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.