

EYFS PROGRESSION

	Term 0 Hello	Term 1 Wonderful Weather	Term 2 After Dark	Term 3 Once Upon a Time	Term 4 Get Ready, Get Set and Go	Term 5 Heroes	Term 6 Around the World
Phonics	We will be learning the first four GPCs, S, A, T, P	We will be learning some Phase 2GPCc's and some Phase 2 tricky words.	We will be learning more Phase 2 GPC's including words with s at the end. We will be learning Phase 2 tricky words.	We will be learning our Phase 3 GPCs, words with double letters, longer words and Phase 3 tricky words.	We will be reviewing the Phase 3 phonemes and reviewing all Phase 2 and 3 tricky words. We will be learning words with double letters, longer words such as fantastic, words with two or more diagraph's, words ending in -ING, compound words, words with S in the middle /z/s, words ending in -s, words ending in es/z.	We will be learning to read words with short vowels with adjacent consonants. We will be learning to read longer words and compound words, words ending in suffixes ING/, Ed/t/id/ed/est. We will be learning to read all Phase 4 tricky words	We will be learning to read Phase 3 long vowel graphemes with adjacent consonants. We will be learning to read Phase 4 words ending in -s/s/z and es. We will be learning to read longer words and, words ending in suffixes ING/, Ed/t/id/ed/es and ed/d..
Reading	We will be learning to recognise our name. We will be starting on our journey into reading by listening to and sharing lots of stories.	We will continue learning to recognise our name. We will be listening to and sharing lots of stories in the classroom to build up our enjoyment and love of reading.	We will be listening and sharing lots of stories in the classroom to build up our enjoyment and love of reading. In our reading practise sessions, we will begin to read decodable books. We will be re-reading our decodable books to build our confidence in recognising sounds in words, segmenting and blending. We will begin to develop our prosody skills when reading. We will be beginning to answer questions based on what we have read	We will be listening and sharing lots of stories in the classroom to build up our enjoyment and love of reading. We will be reading and talking about traditional tales. We will be using the story language "Once upon a time" and "Happily Ever after". In our reading practice sessions, we will be re-reading our decodable books to build our confidence in word reading. We will be developing our prosody skills when reading. We will be answering questions to show our understanding of what we have read.	We will be continuing to listen to and share lots of different books and stories. In our reading practise sessions, we will be rereading our decodable books to build our confidence in Word reading. We will be developing our prosody skills when reading. We will be answering questions to show our understanding of what we have read.	We will be listening to and sharing lots of stories in the classroom to build up our enjoyment and love of reading. In our reading practise sessions, we will be rereading our decodable books to build our confidence and fluency in word reading. We will be developing our prosody skills when reading. We will be answering questions to show our understanding of what we have read.	We will be listening to, retelling, role playing and sharing lots of stories, non fiction, rhymes and poems using new vocabulary. We will be anticipating key events in stories. We will be reading aloud simple sentences. In our reading practise sessions, we will be rereading our decodable books to build our confidence and fluency in Word reading. We will be developing our prosody skills when reading. We will be answering questions to show our understanding of what we have read.
Writing	We will be learning to write our name. We will be learning to hold our pencil correctly. We will be learning to mark make using different writing tools.	We will be continuing to practise writing our name. We will be practising holding our pencil correctly. We will be beginning to mark make using the Phase 2 sounds we know. We will be beginning to write some Phase 2 tricky words with support.	We will be continuing to practise writing our name. We will be practising holding our pencil correctly. We will be writing words and captions using sounds of our Phase 2 phonics with support. We will be writing our Phase 2 tricky words with support.	We will be continuing to use our Phase 2 phonics in our writing. We will be beginning to use our Phase 3 phonics in our writing. We will be writing words and captions with growing independence. We will be writing sentences with support. We will be thinking about finger spaces as we write. We will be writing Phase 2 tricky words.	We will be writing using sounds from phase 2 and phase 3. We will be writing words, captions and sentences with support and growing independence. We will be thinking about full stops and finger spaces as we write. We will be writing Phase2 and Phase 3 tricky words.	We will be continuing to write using our phase 2 and 3 phonics. We will be beginning to use our Phase 4 phonics in our writing. We will be writing sentences with growing independence. We will be thinking about full stops and finger spaces as we write. We will be writing Phase 2 and 3 tricky words.	We will be writing recognisable letters using the sounds from phases 2, three and four. We will be writing sentences, captions and lists. We will be using full stops and finger spaces as we write. We will be writing our tricky words from phases 2, three and four

Communication and Language	<p>We will be listening to each other in one to one situations and small groups. We will be beginning to listen to stories. We will be joining in with rhyming activities and some rhymes. We will be talking about ourselves, our likes and our dislikes. We will be learning about each other. We will be creating role play adventures.</p>	<p>We will be listening to each other in one to one situations and small groups. We will be listening to lots of stories. We will be joining in with rhyming activities and some rhymes. We will be talking about ourselves, our families and our homes.</p>	<p>We will be listening and speaking to each other in one to one situations, small groups and to the class. We will be listening and retelling stories using puppets and props. We will be joining in with rhyming activities and chants. We will be talking about celebrations in our own homes and the preparations we make. We will be beginning to ask and answer questions.</p>	<p>We will be listening and speaking to each other in one to one situations, in small groups and to the class. We will be listening to and retelling stories using puppets and props. We will be talking about characters. We will be beginning to listen to and use story language. We will be beginning to ask and answer questions.</p>	<p>We will be listening and speaking to each other in one to one situations, in groups and to the class. We will be listening to and retelling stories using puppets and props. We will be talking about characters. We will be listening to and using varied story language. We will be asking and answering how and why questions.</p>	<p>We will be listening and speaking to each other in one to one situations, in groups and to the class. We will be listening to and retelling stories using puppets and props. We will be talking about characters. We will be listening to and using varied story language. We will be asking and answering how and why questions.</p>	<p>We will be listening attentively and speaking to each other in one to one situations, in small groups and to the class. We will be asking relevant questions and making comments. We will be holding conversations with our teachers and our peers. We will be giving explanations for why things might happen and use the new vocabulary when appropriate. We will be expressing ideas and feelings using full sentences.</p>
Mathematics	<p>We will be settling into our new environment and exploring the maths areas both inside and out. We will be learning key times of the day. We will be learning where things belong and using positional language when putting things away. We will be showing our teachers what we can do.</p>	<p>We will be finding and matching objects that are the same. We will be sorting sets of objects based on colour, size or shape. We will be sorting the same set of objects in different ways. We will be ordering and comparing sets of objects that we have sorted. We will be developing our understanding of more than, the same as, or fewer than when comparing sets of objects. We will be ordering and comparing objects according to size. We will be using the language big, little, large and small to describe objects in the classroom. We will be copying, continuing and creating our own simple repeating patterns. We will explore a range of patterns including shapes, colours, sizes, actions and sounds. We will be building patterns vertically and horizontally.</p>	<p>We will be learning to identify different representations of 1, two and three. We will be learning to match the number names we say to numerals and quantities. We will be beginning to understand one more and one less when we count. We will be beginning to understand that all numbers are made up of smaller numbers. We will be beginning to understand the composition of two and three. We will be learning all about numbers four and five by counting on and back, matching the number name to the numeral and quantity. We will be comparing sets, recognising which ones have more or which have fewer items. We will be using a 5 frame to represent five. We will be learning that circles have one curved side and triangles have three straight sides. We will be learning that squares and rectangles have four straight sides and four corners. We will be learning to identify these shapes in our environment. We will be beginning to use positional language to describe how items are positioned in relation to other items. We will be ordering the key events in our daily routine. We will begin measuring time in simple ways.</p>	<p>We will be learning that the number zero and the numeral 0 represent nothing. We will be consolidating our understanding of more than, the same as, or fewer than using a range of representations. We will be continuing to develop our understanding that all numbers are made up of smaller numbers. We will be exploring the composition of four and five. We will be continued to develop our skill of subitizing. We will be using the language of heavy, heavier, heaviest, light, lighter and lightest. We will be using balancing scales to compare weights. We will be estimating weights. We will be using the language of full, empty, half full, nearly full and nearly empty. We will be making direct comparisons by pouring from one container to another. We will be exploring different sized and shaped containers and using the language tall, thin, narrow, wide and shallow.</p>	<p>We will be continuing to apply the counting principles when counting to 9 and 10 (forwards and backwards) s. We will be exploring different ways we can make nine and 10. We will be able to order the digits one to 10. We will be exploring number bonds to 10 using real objects. We will be doubling amounts up to 10. We will be comparing quantities up to 10 - which has more? Which has fewer? Which has the same? We will be introduced to the names of the 3D shapes, and we will be given opportunities to explore similarities between the shapes. We will be exploring patterns which use items more than once in each repeat, i.e. ABB, AAB, AABB, AABBB. We will be describing, continuing and copying patterns. We will be looking at what is the same and different. We will be encouraged to look for mistakes and think of ways to put them right.</p>	<p>We will be counting forwards and backwards within 10 and beyond. We will be counting on the back from different starting points. We will be placing sequences and number in order. We will be building and identifying numbers to 10 20 and beyond using a range of resources such as 10 frames, number shapes, towers of cubes and bead strings. We will be recognising that numbers one to nine repeat after every full 10. We will be using real objects to change the quantity of a group - adding and taking away. We will be completing jigsaws and shape puzzles to select and rotate shapes to fill a given space. We will be using properties of shape to explain why we need to use a particular shape. We will be using positional language to describe where shapes are in relation to each other. We will be creating our own shapes. We will be combining different shapes to make new shapes.</p>	<p>We will be learning that double means twice as many, building doubles using real objects in equipment. We will be sharing equally and checking that all groups are the same. We will recognise equal groups and notice that sometimes items are left over and how to resolve this. We will be learning that places and models can be replicated. We will be using positional language to describe where objects are in relation to other objects, sometimes through maps. We will be developing our problem solving and critical thinking skills through familiar stories or real life problems including recognising coins. We will be exploring links between numbers and shapes. By the end of reception, we will be demonstrating a deeper understanding of numbers to 10, including the composition of each number. Subitizing up to five. Automatically recalling number bonds up to five, included subtraction facts and some number bonds to 10, including double facts, verbally counting beyond 20, recognising patterns. Comparing quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Exploring and representing patterns within numbers to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

Personal, social and emotional development	We will be making some new friends and we will be getting to know each other. We will be exploring our classrooms and sharing our toys. We will be learning about what we do at school and will start to create some routines. We will talk and explore with our friends and adults.	We will be continuing to have positive friendships with our peers. We will be sharing our toys and taking turns. We will talk and explore with our friends and adults. We will be proud of each other and will celebrate our own successes. We will be learning about what we do at school and will start to create some routines. We will find what makes us the same and different.	We will be continuing to have positive friendships with our peers. We will be sharing our toys and taking turns. We will be sharing and starting to work as part of a small group. We will talk and explore with our friends and adults. We will be proud of each other and will celebrate our own success. We will be learning our school rules and values.	We will be continuing to have positive friendship with our peers and respect similarities and differences. We will be sharing our toys and taking turns. We will be working as part of a team of friends and will be solving challenges together. We will talk and explore with our friends and adults. We will be proud of each other and will celebrate our own successes. We will be following our school rules and values.	We will be continuing to have positive friendships with our peers. We will be sharing our toys and taking turns. We will be working as part of a team of friends and will be solving challenges together. We will talk and explore with our friends and adults. We will be following our school rules applying our school values and talking about good choices. We will know how to share concerns with adults and to stay safe.	We will be continuing to have positive friendships with our peers. We will be sharing our toys and taking turns. We will be working as part of a team of friends and will be solving challenges together. We will talk and explore with our friends and adults. We will be proud of each other and will celebrate our own and each others success.	We will be continuing to have positive friendships with their peers and will be able to resolve or explain how to resolve conflict. We will be sharing and taking turns. We will be working towards simple goals, learning to wait for what we want and controlling our impulses. We will be following instructions involving several actions or ideas. We will be thinking about what it's like to be in year one. We will be spending some time with our new teachers. We will be talking about how change can make us feel and about some of the things we can do to control our feelings. We will understand the basic concepts off spending and saving. We will be celebrating all our success in the EYFS.
Understanding the World	We will be finding out about each other. We will be talking about what makes us unique. We will be talking about our families. We will be talking about when our birthdays are.	We will be finding out about autumn and be able to identify some seasonal changes. We will be exploring the natural world around us and focusing on different types of weather. We will be comparing an environment that is different from where we live. We will be talking about what makes us special. We will be starting our forest school sessions.	We will be finding out about celebrations and recognising that people celebrate special times in different ways. We will be exploring what it means to be a good friend and friends from religious stories. We will be naming and describing people who are familiar to us and important members of our community. We will be identifying animals in the wild and animals that can be pets and how we can take care of them. We will be exploring people from the past through stories, pictures and accounts. We will be learning how to keep safe when it's dark and about fire safety.	We will recognise that people celebrate special times in different ways. We will be discussing what items are special to us. We will be exploring what materials are suitable for different purposes. We will explore pictures, artefacts and accounts from the past and compared them to the present based on the topic.	We will be exploring our local area and talking about our journeys. We will be looking for signs of Spring saying what we see and how it makes us feel. We will be thinking about God's creation and a wonderful world we live in. We will be looking at and creating simple maps. We will be exploring materials with similar and/ or different properties. We will be investigating and talking about how different materials float and sink..	We will be learning about different people in our community. We will be comparing and contrasting heroes from different stories, including stories from religion such as David and Goliath or Rama and Sita. We will be recognising that people have different beliefs. We will be exploring the natural world around us using our senses to observe the natural changes in the world around us. We will be learning about foods which are healthy. We will be learning about different body parts and how to keep our teeth healthy.	We will be we will be exploring countries, customs, landmarks, foods and explorers from around the globe. We will be learning about religious festivals that take place around the world and places of worship. We will be noticing and talking about some of the changes that we can see and the geography of the country and recognise plants in the countryside we will be making comparisons between continents and habitats.
Expressive Arts	We will be singing familiar songs and nursery rhymes . We will begin to learn about rhythm. We will be singing counting songs. We will be moving in time to music. We will be exploring our home corner. We will create some self portraits looking at colours carefully.	We will be finding out how to play percussion instruments to add sound effects to music. We will be continuing to sing familiar stons songs and nursery rhymes. We will be using natural resources to create shapes, textures and patterns. We will be continuing to explore our home corner.	We will be learning new songs and dances. We will be singing familiar nursery rhymes. We will be developing our colour mixing techniques to enable us to match the colours we see and want to represent. We will be developing storylines in our pretend play.	We will be working collaboratively to construct using a range of materials. We will be learning how to join materials together. We will be acting out stories. We will be listening, moving to and talking about music linked to traditional tales. We will be learning new songs.	We will be observing our natural world through real experiences and through observing artists' art. We will be learning a range of art techniques and using varied art materials to creatively capture features of nature- colours, shapes and textures. We will be using this to inspire and develop our own ideas. We will be learning new songs. We will be using body percussion and playing a range of musical instruments, listening for changing tempo and demonstrating different tempos in our own creative pieces.	We will be working collaboratively to construct, and problem solve using a range of materials. We will be using a range of materials and tools with care and precision.. We will be developing storylines in our pretend play. We will be learning new songs and dances. We will be listening to music and exploring beat and rhythm through body percussion.	We will safely use a range of tools. We will be developing our own ideas using a range of materials. We will be creating our own artwork and will be drawing from observation focusing on detail. We will be talking about our creations and explaining the process we used . We will be using musical instruments and exploring how to change sounds, copy rhythm and change dynamics. We will be enjoying singing, moving to, performing and adapting our favourite songs, rhymes, stories and poems.

Physical Development	<p>We will practise getting ready for PE by getting changed. We will be practising using the toilet independently and will be washing our hands. We will be starting to use a range of tools to develop our fine motor skills. In PE we will be moving with purpose. We will be moving left, right, forwards and backwards. We will be bouncing and catching a ball. We will be jumping from two feet to two feet.</p>	<p>We will be practising getting ready for PE by changing with more independence. We will be practising using the toilet independently and will be washing our hands. We will be starting to use a range of tools to develop our fine motor skills. We will be beginning to use cutlery with support to eat our food at lunchtime. We will be going to dough disco to strengthen our fingers for fine motor activities. We will begin to take part in some letter formation sessions. Impede we will be moving with purpose. We will be moving left, right, forwards and backwards. We will be bouncing and catching a ball. We will be jumping from two feet to two feet.</p>	<p>We will be practising getting ready for PE with for independence. We will be showing good personal hygiene including hand washing and toileting. We will be continuing to use a range of tools to develop our fine motor skills. We will be continuing to use cutlery with increasing independence to eat our food at lunchtime. We will be continuing to go to dough disco to strengthen our fingers for fine motor sessions. We will be continuing to take part in some letter formation sessions. In PE, we will be making controlled movements. We will be following a simple pattern. We will be joining a range of different movements together. We will be creating a short movement phrase with our own ideas.</p>	<p>We will be practising getting ready for PE by changing independently. We will be showing good personal hygiene including hand washing and toileting. We will be using a range of tools with increasing independence to develop our fine motor skills. We will be continuing to go to dough disco to strengthen our fingers for fine motor activities. We will be taking part in regular letter formation sessions. We will be practising good hygiene when working with food. In PE, we will be jumping and landing safely. We will be balancing with support. Will be using a logroll to move from one place to another. We will be joining movements together.</p>	<p>We will be showing good personal hygiene including hand washing and toileting. We will be talking about the effects of exercise on our bodies. We will be following some safety measures without direct supervision and learning why we need to be safe. We will be using a range of tools independently to develop our fine motor skills. We will be taking part in regular letter formation sessions. We will be developing our gross motor skills, our communication and language skills, our teamwork and independent thinking as we complete a variety of outdoor activities. We will be being and following a leader around the course, changing directions and negotiating obstacles. We will be planning on constructing our own obstacle courses too.</p>	<p>We will be demonstrating good personal hygiene including hand washing and toileting. We will be able to talk about the effects of exercise on our bodies. We will know that some foods are healthy and that others are treats. We will follow some safety measures without direct supervision and will be able to tell you why we need to be safe. We will be using a range of tools independently to develop our fine motor skills. We will be taking part in regular letter formation sessions. In PE we will be using equipment to control a ball field. We will be using an underarm throw. We will be moving a ball in different ways, including bouncing and kicking. We will be catching equipment using two hands. We will be moving safely around space and equipment travelling in different ways. We will be playing team games.</p>	<p>We will be demonstrating good personal hygiene including hand washing and toileting. We will be able to talk about the effects of exercise on our bodies and focusing on how exercise makes us feel. We will be following safety measures without direct supervision and will be able to tell you why we need to be safe. We will be using a range of tools independently with accuracy and care, including holding a pencil effectively in preparation for fluid writing during our letter formation sessions. We will be negotiating space and obstacles safely, with consideration for ourselves and others. We will be demonstrating strength, balance and coordination when running, throwing and catching, We will be moving energetically in different ways. We will also go outside for some fun climbing and playing with the parachute.</p>
----------------------	--	--	---	---	---	--	--