



Hoole CE Primary School

Early Years Foundation Stage Reception Curriculum Progression Map

EYFS Curriculum Intent:

- At Hoole CE Primary School our aim is to create a learning environment and build trustful relationships which support, enhance and invite a child's inquisitiveness, confidence and individual ability to reach their potential regardless of circumstance.
- We aim to work in full partnership with parents and carers to develop enthusiastic, curious, independent thinkers – motivated, reflective and resilient learners
- It is our intent that children who enter our EYFS begin their lifelong learning journey by developing holistically whilst also embedding a positive attitude to school.
- To ensure children make good progress, it is our intent to take into consideration the starting points and needs of all our pupils as they begin their learning journey at Hoole CE Primary.
- Every child has access to a broad, balanced and differentiated curriculum which prepares them for now and for the future in terms of opportunities, challenge and experiences.
- Following personal interests and individual needs allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development and achieve a child's next steps.

Characteristics of Effective Teaching and Learning

Playing and Exploring

Children investigate and experience things and 'have a go'

- Realise their actions have an effect on the world.
- Plan and think ahead.
- Guide their own thinking and actions.
- Make independent choices.
- Bring their own interests and fascinations into school.
- Respond to new experiences.

Active Learning

Children concentrate and keep on trying if they encounter difficulties and enjoy achievements

- Participate in routines.
- Begin to predict sequences based on routines.
- Show goal-directed behaviour.
- Begin to correct their mistakes themselves.
- Keep on trying when things are difficult.

Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things

- Take part in simple pretend play.
- Sort materials.
- Review their progress as they try to achieve a goal.
- Solve real problems.
- Use pretend play to think beyond the 'here and now' and to understand another perspective.
- Feel confident about coming up with their own ideas.
- Make more links between those ideas.
- Concentrate on achieving something - control their attention and ignore distractions.

Progression Map		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End Point
Communication and Language		Understand how to listen carefully and why listening is important	Understand how to listen carefully and why listening is important Engage in non-fiction books	Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Listen to and talk about stories to build familiarity and understanding Learn rhymes, poems and songs.		Use new vocabulary in different contexts	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.
		Learn new vocabulary Develop social phrases Engage in story time.	Learn new vocabulary Engage in story time. Listen to and talk about stories to build familiarity and understanding	Use new vocabulary through the day. Articulate their ideas and thoughts in well-formed sentences Describe events in some detail	Use new vocabulary through the day Articulate their ideas and thoughts in well-formed sentences Describe events in some detail Connect one idea or action to another using a range of connectives	Use new vocabulary in different contexts Retell the story, once they have developed a deep familiarity with the text; some as exact repetition Articulate their ideas and thoughts in well-formed sentences Ask questions to find out more and to check they understand what has been said to them. Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen Connect one idea or action to another using a range of connectives	Use new vocabulary in different contexts Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Ask questions to find out more and to check they understand what has been said to them Connect one idea or action to another using a range of connectives	ELG: 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.
Literacy	Comprehension	Read individual letters by saying the sound for them Blend sounds into words	Re-read what they have written to check that it makes sense Blend sounds into words, so that they can read short words made up of known letter– sound correspondences	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 simple phrases and sentences	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words	Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Read a few common exception words matched to Little Wandle Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school's phonic programme	ELG 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, non-fiction, rhymes and poems and during role-play.

	<p>Word reading</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Help children to read the sounds speedily. This will make sound-blending easier.</p> <p>Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop.</p> <p>Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p>Read individual letters by saying the sounds for them. Help children to read the sounds speedily. This will make sound-blending easier.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'.</p> <p>Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

	Writing focus	Spell words by identifying the sounds within the word and mark making / writing the sound with letters. Write some or all of their name	Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense Form lower-case letters correctly	Form lower-case letters correctly Write short sentences with words with known sound-letter correspondences Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense	Form lower-case and some capital letters correctly Write short sentences with words with known sound-letter correspondences Re-read what they have written to check that it makes sense	Form lower-case and capital letters correctly Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense	Write short sentences with words with known sound-letter correspondences	ELG 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.
	Handwriting	Non Pencil learning To develop the physical awareness of directional movement and changes in direction.						
			Paper and Pencil learning To develop writing tool skills by forming a range of shapes and strokes , being aware of and using specific start and finish points.					
		Sitting lessons To sit at a table in an appropriate position for handwriting						
		Developing hand dominance Crossing the midline point Which is the dominant hand? Developing the worker and helper hand relationship.						
		Pencil grip learning To hold a pencil effectively. Pencil pick up method. Drawbridge flip.						
			Paper tilt and position learning To develop the motion of pushing paper diagonally up a table with one hand. To promote good paper tilt and movement skills while maintaining a good sitting position for handwriting.					

Maths	Number	<p>Cardinality & Counting Accurate counting of sets of objects 1-5</p> <p>Subitising 1-3</p> <p>Numeral Recognition to 5</p> <p>Composition subitising</p> <p>Comparison Compare sets 1-5 using vocab of more / fewer / most /fewest</p> <p>Shape/Space2D shapes and their properties</p>	<p>Accurate counting of sets of objects 1-10,</p> <p>Recognising and ordering numerals 1-10</p> <p>Subitising 1-5</p> <p>Inverse operations - splitting and recombining sets of objects 1-5 including on part whole model</p> <p>Compare numbers using vocab of more/less</p>	<p>Counting backwards 10-1 & ordering numbers 10-1</p> <p>Systematic approach to partitioning sets of objects 1-5 including on part whole model</p> <p>Find 1 less using sets of objects on tens frame and on a number track</p> <p>Measures Height</p> <p>Spatial vocabulary</p>	<p>Recall number bonds for numbers 1-5</p> <p>Partitioning and recombining sets of objects 6-9</p> <p>Measures Length</p> <p>Shape/Space Representing spatial relationships as maps</p> <p>Spatial vocabulary</p>	<p>Counting beyond 10 noticing pattern in ones</p> <p>Systematic approach to splitting and recombining 10 including on tens frame and part whole model</p> <p>recall some number bonds for 10</p> <p>Measures Mass</p> <p>Shape/Space shapes properties of shapes</p>	<p>Counting beyond 20 noticing pattern in tens</p> <p>Measures Capacity Time – sequence of events</p> <p>Shape/Space Relationships between shapes</p> <p>Symmetry/reflections – link to doubles</p> <p>Share fairly</p> <p>Possible extension Sharing between more than two</p>	<p>ELG: Number</p> <p>Have a deep understanding of numbers to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>
	Numerical patterns	Pattern	<p>Find 1 more using sets of objects on tens frames and on a number track</p> <p>Pattern identifying unit of repeat</p>	<p>Pattern -More complex</p> <p>Generalising pattern and transferring to another format e.g. link pattern of shapes to movements</p>	<p>Numerical Patterns – staircase patterns linked to finding 1 more/1 less using a mental numberline</p>	<p>Numerical patterns odds & evens</p>	<p>Counting beyond 20 noticing pattern in tens</p>	

Personal, Social, Emotional Development	Self-Regulation	Me and my relationships Respect their feelings and the feelings of others.	Valuing Difference Respect their feelings and the feelings of others.	Keeping Safe	Rights and Respect Respect their feelings and the feelings of others	Being my best	Growing and Changing	ELG: 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	See themselves as a valuable individual.		Know and talk about the different factors that support their overall health and wellbeing		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally	Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 	ELG: 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	Build constructive and purposeful relationships.	Think about the perspectives of others.					ELG: 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.
Physical development	Gross Motor	Posture Base-Developing Core Strength Bilateral Co-ordination Crossing the mid line. .						LG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination
		PE Progress towards a more fluent style of moving, with developing control and grace.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking,	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.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing,	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully	

			jumping, running, hopping, skipping, climbing		Develop overall body-strength, balance, co-ordination and agility.	batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	<p>when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
	Fine Motor	Sensory Perception Learning Tactile perception						<p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
		Hand and finger strength Developing hand strength						
Understanding the world	People, Culture and Communities (NC Link Geography)	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them.</p>		<p>Recognise some environments that are different from the one in which they live.</p> <p>Draw information from a simple map</p>	<p>Recognise some similarities and differences between life in this country and others.</p> <p>Create a simple map</p>	Talk about people and their role in community	Talk about people and their role in community	<p>ELG People, Culture and communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in</p> <p>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.</p>
	Religious Education	<p>The Church of England supports our school and our learning, How people talk to God in prayer</p> <p>The church of England supports our school and our learning. How people talk to God in prayer.</p>	<p>Understand that some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>The Church of England supports our school and our learning, The Bible as a big story book, Ideas of forgiveness,</p>	<p>How people talk to God in prayer, Celebrations in faith, New life – The Easter Story</p>	<p>The Bible as a big story book – Old Testament Characters Celebrations in faith.</p>		
	The Natural World (NC Link Science)	Explore the natural world around them	<p>Explore the natural world around them</p> <p>Describe what they see hear and feel outside.</p>	Understand the effect of changing seasons on the natural world around them.	Explore the natural world around them, making observations.	<p>Recognise some environments that are different from the one in which they live.</p> <p>Explore the natural world around them, making observations and drawings of animals.</p>	Understand the effect of changing seasons on the natural world around them.	<p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons</p>

								and changing states of matter.
	Past and Present (NC Link History)	Starting a journey.	To compare and contrast characters from stories, including figures from the past i.e., Guy Faulks	<p>Comment on images of transport in the past.</p> <p>Offer hands-on experiences that deepen children's understanding of</p> <p>To categorise objects / images into 'old and new'.</p>	<p>Comment on images of technology the past</p> <p>Offer hands-on experiences that deepen children's understanding of technology.</p>	Contrast characters from stories, including figures from the past i.e., Marie Curie	Begin to organise events to create a sense of chronology.	<p>ELG Past and Present</p> <p>Talk about the lives of the people around them and roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
EAD	Creating with materials	Return to and build on their previous learning to explore material and develop their ideas about how to use them and what to make.		Revisit different materials and explore different textures refine ideas and developing their ability to represent them.			Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	ELG: Creating with Materials
	(NC Link-DT)						Create collaboratively, sharing ideas, resources and skills.	
	(NC Link-Art)	<p>Revisit naming primary colours and explore colour mixing to create secondary colours.</p> <p>Revisit drawing with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Explore, use and refine a variety of artistic effects when printing.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>		Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.		
	Being Imaginative (NC Link-Drama)	Revisit developing complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Develop storylines in their pretend play.		<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>			Continue to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	
	(NC-Link Music)	Listening attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their	Listening attentively, move to and talk about music, expressing their feelings and responses.	Listening attentively, move to and talk about music, expressing their feelings and responses.	Revisit and build on their previous learning. Refining ideas and developing their ability to represent them.	Explore, use and refine a variety of artistic effects to express their ideas and feelings	-Sing a range of well-known nursery rhymes and songs.

		<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Create collaboratively sharing ideas, resources and skills.</p>	<p>feelings and responses.</p> <p>Sing in a group or on their own, increasing match the pitch and following the melody.</p>	<p>Sing in a group or on their own, increasing match the pitch and following the melody.</p> <p>Create collaboratively sharing ideas, resources and skills.</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p>		<p>-Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.</p>
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