

Britannia Primary School – EYFS Progression Map



Intent: At Britannia Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our **intent** that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Implementation:

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

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

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

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

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive newsletters each half term to inform them of what their child is learning and to explain how they can support this at home. Parents enjoy using Class Dojo to engage in their child's learning and share experience from home.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements

are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

Britannia Primary School Progression of Skills- Communication and Language							
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
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	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 conversations when engaged in back-and-forth exchanges with their teacher and peers.
Speaking	To talk in front of a small group	To answer questions in front of whole class.	To develop the confidence to talk to other adults they see on a daily basis	To share their work to the class- standing up at the front	To link statements and stick to a main theme	To talk to different adults around the school	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

	To talk to class teacher and TAs To learn new vocabulary	To use new vocabulary throughout the day	To talk in sentences using conjunctions e.g. and, because	To use new vocabulary in different contexts To engage in non-fiction books	To use talk to organise, sequence and clarify thinking, ideas, feelings and events	To talk about why things happen To talk in sentences using a range of tenses	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.
--	--	--	---	--	--	--	---

Britannia Primary School Progression of Skills- PSED

Self-Regulation	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	-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 focussed 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	To wash hands independently To put coat on independently To explore different areas within the Year R environment To use the toilet independently.	To develop class rules and understand the need to have rules To have confidence to try new activities	To begin to show resilience and perseverance in the face of challenge To practise doing up a zip. To practise doing buttons.	To develop independence when dressing and undressing for activities such as Welly Wednesdays and outdoor play.	To identify and name healthy foods To manage own basic needs independently	To understand the importance of healthy food choices To show resilience and perseverance in the face of challenge To show a 'can do' attitude	-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	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 all Year R staff	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	-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.

Britannia Primary School Progression of Skills- Physical Development

Gross Motor Skills	To move safely in a space To stop safely To develop control when using equipment To follow a path and take turns To work co-operatively with a partner	To balance To run and stop To change direction To jump To hop To explore different ways to travel using equipment	To roll and track a ball To develop accuracy when throwing to a target To dribble using hands To throw and catch with a partner To dribble a ball using feet	To create short sequences using shapes, balances and travelling actions To balance and safely use apparatus To jump and land safely from a height To develop rocking and rolling	To use counting to help to stay in time with the music when copying and creating actions To move safely with confidence and imagination, communicating ideas through movement To explore movement using a prop with	To develop accuracy when throwing and practise keeping score To follow instructions and move safely when playing tagging games To learn to play against an opponent To play by the	-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.
---------------------------	---	---	---	--	--	--	---

			To kick a ball to a target	To explore traveling around, over and through apparatus	control and co-ordination To move with control and co-ordination, expressing ideas To move with control and co-ordination, copying, linking and repeating actions To remember and repeat actions, exploring pathways and shapes	rules and develop coordination To explore striking a ball To work cooperatively as a team.	
--	--	--	-----------------------------------	--	---	---	--

Fine Motor Skills	To use a dominant hand	To begin to use anticlockwise movement and retrace vertical lines	To use a tripod grip when using mark making tools	To hold scissors correctly and cut out large shapes	To hold scissors correctly and cut out small shapes	To hold scissors correctly and cut various materials	-Hold a pencil effectively in preparations 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.
	To mark make using different shapes	To hold scissors correctly and cut along a straight and zigzagged lines	To hold scissors correctly and cut along a curved line	To write letters using the correct letter formation and control the size of letters	To paint using thinner paintbrushes	To create drawings with details	
	To begin to use a tripod grip when using mark making tools	To use a tripod grip when using mark making tools	To thread small beads			To copy letters using a lead in and lead out	
	To use tweezer to transfer objects	To use a tripod grip when using mark making tools	To use small pegs			To independently use a knife, fork to cut up food and to eat a range of meals.	
	To thread large beads	To accurately draw lines, circles and shapes to draw pictures	To write taught letters using correct formation				
	To use large pegs						
	To begin to copy letters	To write taught letters using correct formation					
	To hold scissors correctly and make snips in paper						
	To hold a fork and spoon correctly						

Britannia Primary School Progression of Skills- Literacy

Word Reading	To recognise their name	To recognise taught RWI Sounds.	To recognise taught RWI Sounds.	To recognise taught RWI Sounds.	To recognise taught RWI Sounds.	To recognise taught RWI Sounds.	-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
	To recognise taught RWI Sounds.	To recognise taught Red Words	To recognise taught Red Words	To recognise taught Red Words	To recognise taught Red Words	To recognise taught Red Words	
	To recognise Taught Red Words	To blend sounds to read words using taught sounds	To read words with double letters	To read sentences containing Tricky Words and digraphs	To read longer words	To read longer words	
	To begin to blend sounds together to read	To read words	To begin to read longer words		To read compound words	To read compound words	

	words using the taught sounds	ending with s e.g. hats, sits To read words ending with s /z/ e.g. his, bags To begin reading captions and sentences using taught sounds To read books matching their phonics ability	To recognise taught digraphs in words and blend the sounds together To read sentences containing Tricky Words and digraphs To read books matching their phonics ability	To read books matching their phonics ability	To read books matching their phonics ability	To read books matching their phonics ability	words.
Comprehension	To use pictures to tell stories To sequence familiar stories To independently look at book, holding them the correct way and turning pages	To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes	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 answer questions about what they have read To know that information can be retrieved from books	-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.
Writing	To orally compose a sentence To copy their name To give meanings to the marks they make To copy taught letters	To write their name To use the correct letter formation of taught letters To write words and labels using	To form lower-case letters correctly To begin to write sentences using finger spaces To understand that sentences	To form lower-case letters correctly and begin to form capital letters To write sentences using finger spaces and full stops	To form lower-case and capital letters correctly To begin to write longer words which are spelt phonetically cvcc ccvc	To form lower-case and capital letters correctly To begin to write longer words and compound words which are spelt phonetically	-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

	To write initial sounds To begin to write CVC words using taught sounds To know and write first 16 sounds (RWI)	taught sounds To begin to write captions using taught sounds Begin to orally compose questions.	start with a capital letter and end with a full stop To spell words using taught sounds Begin to use personal pronoun I	To spell words using taught sounds To spell some taught tricky words correctly Begin to use personal pronoun I	To begin to use capital letters at the start of a sentence To use finger spaces and full stops when writing a sentence Use of appropriate capitalisation. To spell some taught tricky words correctly I and the my be me she we he to was To begin to read their work back	To write sentences using a capital letter, finger spaces and full stop To spell some taught tricky words correctly I and the my be me she we he to was To read their work back and check it makes sense	sentences that can be read by others.
--	--	--	--	---	--	---	--

--	--	--	--	--	--	--	--

Britannia Primary School Progression of Skills- Maths

Number Numerical Patterns Shape, Space and Measure White Rose Maths Masterying Number	Matching	Counting	Counting	Counting	Counting on to add	Mass	Number ELG -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 doubling facts. Number patterns ELG -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.
	Sorting	Time	Counting and ordering	Patterns within numbers to 10	Counting forwards and backwards	Volume and capacity	
	Comparing and ordering	Composition of numbers up to 5	Addition	Measuring lengths and heights	Counting to 20	Money	
	AB Patterns	2D Shapes	Comparing and ordering	Capacity-developing language	Doubling	Data	
	Counting	Positional Language		2D shapes	Halving and sharing	Word problems	
				3D shapes	Odds and evens		

Britannia Primary School Progression of Skills- Understanding the World

Past and Present	To know about my own life-story To know how I have changed	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 (Christmas)	To talk about the lives of the people around us. To know that the emergency services exist and what they do. To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Emergency Services)	To know about the past through settings, characters and events encountered in books read in class and storytelling. (Royal Family)	To know about the past through settings, characters and events encountered in books read in class and story telling (Farming)	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Seaside)	-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 experience and what has been read in class. -Understand the past through settings, character and events encountered in books read in class and storytelling.
People, culture and communities	To ask questions about the natural environment. To respect and care for the natural environment To know about and recognise the signs of Autumn	To know about features of the world and Earth To ask questions about the natural environment.	To know about and recognise the signs of Winter To know some important processes and changes in the natural world including states of matter (freezing)	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 and know about the process.	To observe the growth of seeds and talk about changes To know how to care for growing plants To learn about lifecycles of plants and animals To know that some animals are nocturnal To know about different habitats	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 To know what an ocean is To know about recycling and caring for the environment. To know some important	-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 season and changing states of matter.

						processes and changes in the natural world including states of matter (melting, floating and sinking)	
Britannia Primary School Progression of Skills- Expressive Art and Design							
Creating with Materials	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 (spoons, cups)	To use colours for a particular purpose To share their creations To explore different techniques for joining materials (Glue Stick, PVA) To know how to work safely and hygienically To use non-statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring) - Sandwiches, Fruit Kebab	To experiment with different mark making tools such as art pencils, pastels, chalk To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape) To know how to work safely and hygienically To use non-statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring, mixing) Sandwiches, Fruit Kebab, Biscuits To use tools to cut and join wood	To use natural objects to make a piece of art (Andy Goldsworthy) To share creations and talk about the process To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins) 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 (spreading, cutting,	To know which prime colours you mix together to make secondary colours To plan what they are going to make (cooking, wood work, construction, junk modelling) 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 non-statutory measures (spoons, cups) To use some cooking techniques (spreading,	To know some similarities and differences between materials To learn about and compare artists (Janet Bell and Henri Matisse) 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 know the names of tools	threading, coring, mixing, grating) Sandwiches,	cutting, threading, coring, mixing, grating, adding flavours)		
Being Imaginative and Expressive	To sing and perform nursery rhymes To join in with whole school singing assemblies To learn and perform a harvest song . 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 learn and perform a song 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	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 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 known stories To follow a musical pattern to play tuned instruments To create narratives based around stores	To perform in the Reception assembly (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 won narratives, making costumes and resources	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.

Impact:

Our curriculum and its delivery ensure that children, from their own starting points make good progress. During their time with us children make rapid progress towards the national expectation for a good level of development at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One.

Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing.

We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.

