



Early Years Progression Document 2024-2025

Communication and Language					
<p>Skill - Listening, Attention and Understanding ELG:</p> <ul style="list-style-type: none"> 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 an adult and peers. 					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To engage in story times (singing, chanting, repeating)</p> <p>To follow 1-step instructions</p>	<p>To listen to and re-tell parts of a story</p> <p>To begin to follow instructions with more than 1 step</p> <p>To begin to understand what and who questions</p> <p>To know there are fiction and non-fiction books</p> <p>To start to use topic-specific vocabulary</p>	<p>To retell a story in more detail, some as exact repetition, some in their own words</p> <p>To learn rhymes, poems and songs</p> <p>To develop social phrases</p>	<p>To follow a story without pictures or props</p> <p>To engage in non-fiction books</p> <p>To understand the questions words (who, what, when, where, why and how)</p>	<p>To understand how and why questions</p> <p>To ask questions to find out more</p>	<p>To have conversations with adults and peers using back and forth exchanges</p> <p>To ask questions to clarify their understanding</p> <p>To use more topic-specific vocabulary and link it to new contexts</p>
<p>Skill – Speaking ELG:</p> <ul style="list-style-type: none"> Participate in small group, class and 1:1 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 an adult. 					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To talk to our peers</p> <p>To talk to adults in class</p> <p>To begin to learn new vocabulary</p>	<p>To talk in front of a small group</p> <p>To describe events using key words</p>	<p>To talk more confidently to other adults around school</p> <p>To describe events in more detail</p>	<p>To use new vocabulary throughout the day</p> <p>To relate their own experiences to others and</p>	<p>To talk more confidently in front of the whole class</p> <p>To connect one idea to another using a range of connectives</p>	<p>To talk in sentences using a range of tenses</p> <p>To use more topic-specific vocabulary and link it to new contexts</p>

	To talk about something that is important to them.	To articulate their ideas and thoughts in well-formed sentences	to things that are important to other people	To use talk to work out problems and explain how and why things happen.	
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Personal, Social and Emotional Development

Skill – Self-Regulation ELG:

- 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 an adult says, responding appropriately, even when engaged in an activity and show an ability to follow instructions involving several ideas or actions.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To express their feelings</p> <p>To begin to consider the feelings of others</p> <p>To begin to recognise different emotions</p> <p>To understand the importance of emotions</p> <p>To focus during their chosen activities</p>	<p>To talk about how they are feeling (“use your words”)</p> <p>To recognise a wider range of emotions.</p> <p>To begin to understand how people show emotions</p> <p>To develop focus during small group activities and for a short time during whole class discussions</p>	<p>To begin to regulate our own emotions</p> <p>To begin to adapt behaviour in different situations</p> <p>To focus on simple goals</p>	<p>To consider other people’s needs and feelings</p> <p>To set their own small targets, know what they want to achieve and demonstrate pride in their achievements</p>	<p>To more effectively regulate and manage our emotions</p> <p>To follow instructions involving several ideas or actions</p>	<p>To maintain focus for extended periods of time</p> <p>To explain another person’s feelings based on their behaviours or expressions</p>

Skill – Managing Self ELG:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, no right from wrong and try to behave accordingly, manage their own personal hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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To wash hands independently	To develop understanding of class and school rules and why we have them	To begin to manage other basic needs	To develop cutlery skills (lunch hall)	To manage own basic needs independently	To manage undressing and dressing independently (swimming lessons)
To recognise when to go to the toilet and manage independently	To have confidence to try new activities in the classroom	To begin to show perseverance and resilience in the face of challenge (zips or buttons)	To understand the impact of our behaviour	To understand the importance of other healthy life choices to support their overall wellbeing	To show a can-do attitude
To explore the different areas of continuous provision	To develop our independence with undressing and dressing for P.E	To follow the class and school rules with increased accuracy			
To put a coat on independently	To understand the importance of healthy food choices	To have confidence to try more activities in other areas of school			
See themselves as a valuable individual					

Skill – Building Relationships ELG:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and others' needs.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To play alongside our peers	To play with our peers	To begin to develop friendships	To listen to the ideas of others, extending and elaborating ideas	To maintain friendships	To maintain positive attachments with peers and adults
To gain confidence to speak to friends and adults in the class	To begin to take turns	To begin to work in a group	To think about the perspectives of others	To begin to talk with others to solve conflicts	To begin to compromise and agree on a solution
		To take turns more independently	To begin to develop relationships with other adults around school		

Physical Development

Skill – Gross Motor Skills ELG:

- 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.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To move safely in a space</p> <p>To stop safely</p> <p>To recognise the importance of safety</p> <p>To use equipment safely</p> <p>To use different ways of travelling</p> <p>To develop control when using equipment</p> <p>To begin to manage the day successfully with skills such as lining up</p>	<p>To follow instructions safely.</p> <p>To work cooperatively with a partner</p> <p>To develop overall strength</p> <p>To balance with increasing control</p> <p>To develop running and stopping</p> <p>To jump and begin to hop</p> <p>To develop changing direction</p> <p>To explore different ways to travel using equipment</p> <p>To use core muscle strength to achieve a good posture at a table or on the floor</p>	<p>To work cooperatively with a group with support</p> <p>To balance and safely use apparatus</p> <p>To develop jumping and landing safely</p> <p>To explore how our bodies move</p> <p>To combine movements with more fluency</p> <p>To further develop the skills needed to manage the day successfully</p>	<p>To work cooperatively with a group</p> <p>To negotiate space and obstacles safely considering themselves and others</p> <p>To create short sequences using shapes, balances and travelling actions</p> <p>To move rhythmically to music</p>	<p>To further develop strength, balance and coordination</p> <p>To follow instructions and simple rules in a game</p> <p>To begin to be aware of others in a game</p> <p>To develop throwing and learn how to keep score</p> <p>To develop ball skills (roll, dribble with hands and feet, throw and catch, kicking, aiming)</p> <p>To develop bouncing and catching a ball</p>	<p>To further develop and refine ball skills with increased precision and accuracy</p> <p>To follow instructions and move safely when playing tagging games</p> <p>To explore striking a ball</p> <p>To learn to play against a partner</p> <p>To develop dribbling a ball with your feet</p>

Skill – Fine Motor Skills ELG:

- 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.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>To use a dominant hand</p> <p>To mark-make</p> <p>To begin to use a range of tools (big tweezers, bead threading, peg boards)</p> <p>To understand how and why to use tools safely.</p>	<p>To begin to hold scissors correctly and make snips</p> <p>To begin to use the tripod grip</p> <p>To use a range of tools more accurately</p> <p>To form some recognisable letters</p>	<p>To more consistently use the tripod grip</p> <p>To develop perseverance when using scissors to cut lines</p> <p>To write taught letters with increasing accuracy</p>	<p>To cut out shapes effectively using scissors</p> <p>To draw lines, circles and shapes to make pictures</p> <p>To effectively control a paintbrush</p> <p>To develop cutlery skills</p>	<p>To develop consistency with letter formation</p> <p>To cut out smaller shapes with accuracy using scissors</p>	<p>To cut different materials effectively using scissors</p> <p>To independently use cutlery</p> <p>To use the tripod grip effectively and independently</p> <p>To independently negotiate challenges when getting dressed and undressed.</p> <p>To show care over the presentation of my work</p>
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<p>Literacy</p> <p>Skill – Comprehension ELG:</p> <ul style="list-style-type: none"> • 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. 					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To engage in story times</p> <p>To sequence familiar stories</p> <p>To independently hold and look at a book correctly</p> <p>To use pictures to tell stories</p> <p>To discuss the characters in a story</p>	<p>To engage in story times, joining in with repeated actions and phrases</p> <p>To listen to and re-tell parts of a story</p> <p>To begin to predict what might happen next</p> <p>To begin to understand what and who questions about stories read to them</p>	<p>To act out stories</p> <p>To retell a story in more detail, some as exact repetition, some in their own words</p> <p>To begin to use newly introduced vocabulary</p> <p>To begin to use texts to retrieve information</p>	<p>To follow a story without pictures or props</p> <p>To understand the questions words (who, what, when, where, why and how)</p> <p>To answer questions about own reading</p>	<p>To more confidently use key vocabulary linked to a text</p> <p>To understand how and why questions</p> <p>To ask questions to find out more.</p> <p>To predict story endings more effectively</p>	<p>To ask questions linked to a text to clarify their understanding</p> <p>To use vocabulary linked with the text in new contexts</p> <p>To make choices to read a wider selection of different texts (fiction, nonfiction, rhymes, poetry)</p>

	To enjoy a range of books, including fiction, non-fiction, rhymes and poems			To understand more about the structure of a story to support their predictions	
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Skill – Word Reading ELG:

- Say and 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

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To read own name</p> <p>To recognise taught Phase 2 sounds</p> <p>To recognise taught Phase 2 irregular words</p>	<p>To recognise taught Phase 2 sounds</p> <p>To recognise taught Phase 2 irregular words</p> <p>To blend sounds together to read words using the taught sounds</p> <p>To read books matching phonic ability</p>	<p>To recognise taught Phase 2 and Phase 3 sounds</p> <p>To recognise taught Phase 2 and Phase 3 irregular words</p> <p>To recognise taught digraphs in words and blend the sounds together</p> <p>To begin reading captions and sentences using taught sounds</p> <p>To read books matching phonic ability and re-read them to build confidence</p>	<p>To recognise taught Phase 2 and Phase 3 sounds</p> <p>To recognise taught Phase 2 and Phase 3 tricky words</p> <p>To read sentences containing irregular words and digraphs</p> <p>To read books matching phonic ability and re-read them to develop their understanding and fluency</p>	<p>To recognise taught Phase 2 and Phase 3 sounds</p> <p>To recognise taught Phase 2 and Phase 3 irregular words</p> <p>To read compound words</p> <p>To read longer sentences containing irregular words and digraphs/trigraphs</p> <p>To read books matching phonic ability and re-read them to develop their understanding and fluency</p>	<p>To recognise taught Phase 2 and Phase 3 sounds</p> <p>To recognise taught Phase 2, Phase 3 and Phase 4 irregular words</p> <p>To read compound words</p> <p>To read longer sentences containing Phase 4 words and irregular words</p> <p>To read books matching phonic ability and re-read them to develop their understanding and fluency</p> <p>To confidently choose their own books of a range of styles</p> <p>To use a range of strategies to make a</p>

					plausible attempt at new words
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Skill – Writing ELG: <ul style="list-style-type: none"> 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. 					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To give meanings to marks made</p> <p>To copy own name</p> <p>To begin to write initial sounds</p>	<p>To write own name</p> <p>To begin to write VC and CVC words using taught sounds</p> <p>To spell some taught irregular words correctly</p> <p>To use phoneme mats to support writing</p> <p>To begin to use correct letter formation of taught letters</p>	<p>To write some words and labels, using taught sounds and some simple phrases</p> <p>To begin to explore sentence structure</p> <p>To form lower case letters correctly</p> <p>To spell some taught irregular words correctly</p> <p>To begin to apply phonic knowledge to writing</p>	<p>To begin to write simple sentences that can be read by others</p> <p>To experiment with finger spaces and full stops</p> <p>To use correct letter formation of most taught letters</p> <p>To form some upper-case letters correctly</p>	<p>To write simple sentences that can be read by others</p> <p>To use finger spaces and full stops more consistently.</p> <p>To read their sentence aloud to check it makes sense</p> <p>To spell taught irregular words with increasing accuracy</p> <p>To use word mats to support writing</p>	<p>To apply phonic knowledge to writing more consistently</p> <p>To accurately write sentences that can be read by others</p> <p>To spell taught irregular words with increasing accuracy</p> <p>To independently check their work for accuracy</p> <p>To use capital letters at the beginning of sentences and for proper nouns</p>

Mathematics					
Skill – Number ELG: <ul style="list-style-type: none"> Have a deep understanding of numbers 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 					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

To match, sort and compare amounts.	To recognise numbers 0-10	To begin to recognise numbers 0-20	To find 1 more/less of numbers to 10	To recognise numbers 0-20	To find 1 more/less of numbers to 20
To recognise numbers 0-5	To explore the composition of 0-5	To find 1 more/less of numbers to 10	To recognise and use number bonds to 10	To explore the composition of 11-15	To total objects to 20
To begin to subitise to 3	To begin to subitise to 5	To explore the composition of 5-7	To subtract objects from 5 then 10	To explore the composition of 15-20	To recap number composition to ensure secure understanding
To be able to find 1 more and 1 less than a number	To match the number to the quantity	To explore the composition of 8-10	To begin to recall some subtraction facts	To match the number to the quantity to 20	To solve simple number problems
	To find 1 more/less of numbers to 5	To recognise and use number bonds to 5	To begin to use their own choice of resource to support them	To begin to recall number bonds to 10	To use sharing and halving facts
	To begin to recognise number bonds to 5	To total objects to 10		To begin to use double facts	To use their own choice of resource to support them
		To begin to recognise number bonds to 10			

Skill – Numerical 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

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To recite numbers to 5 then 10	To count objects to 10	To combine 2 groups of objects	To count to 20	To order numbers to 20	To begin to count to 50
To count objects to 5	To compare quantities to 10	To explore odd and even numbers	To count back from 10	To know and recall odd and even numbers to 10	To find half of numbers up to 10
To select a small number of objects from a group.	To compare equal	To order numbers	To subtract objects from a group		

<p>To say which group has more and which has less</p> <p>To compare quantities to 5</p> <p>To understand sequence including the days of the week</p> <p>To recognise 2D shape and begin to talk about properties</p> <p>To begin to measure length</p>	<p>and unequal groups</p> <p>To understand mass and capacity</p>	<p>to 10</p> <p>To compare quantities to 10</p> <p>To find the missing number in a sequence</p> <p>To compose and decompose shapes</p> <p>To understand special awareness</p>	<p>To compare quantities to 20</p> <p>To measure and compare length</p>	<p>To double numbers up to 10</p> <p>To continue, copy and create repeating patterns</p>	<p>To share quantities equally</p> <p>To find the missing number in an addition/subtraction problem</p>
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Understanding the World

Skill – Past and Present ELG:

- Talk about the lives of 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, characters and events encountered in books read in class and storytelling.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To know how I have changed (All about me)</p> <p>To talk about our families and people around us</p>	<p>To talk about the lives of people around them in the past.</p> <p>To learn about a significant individual (Grace Darling) (Guy Fawkes)</p> <p>To begin to explain some similarities and differences between the past and now (linked to Remembrance and Christmas)</p>	<p>To learn about the past through stories and characters</p> <p>To understand peoples roles in society.</p>	<p>To learn about the past through objects and experiences (Toys)</p>	<p>To explain some similarities and differences between the past and now. (Grandparents)</p>	<p>To use more complex vocabulary related to the past</p> <p>To learn about a significant individual (Amelia Earhart)</p>

Skill – People, Culture and Communities ELG:

- 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 (where appropriate) maps.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To name and describe people familiar to them</p> <p>To explore our senses</p> <p>To identify similarities and differences between ourselves and their peers</p> <p>To know the name of the village our school is in</p>	<p>To learn about the Christmas story and our own experiences of Christmas</p> <p>To know where we live.</p> <p>To understand the roles of people around them</p> <p>To understand Diwali and its importance for Hindus.</p>	<p>To use maps of the local area</p> <p>To explore the role of the church in the local community</p> <p>To understand that some places are special to members of our community</p> <p>To understand why the Lunar New Year is celebrated.</p>	<p>To understand the Easter story and its importance for Christians</p> <p>To begin to know that there are many countries in the world</p>	<p>To discuss different cultures and communities.</p>	<p>To find similarities and differences between our lives and life in another country</p> <p>To foster acceptance and respect for differences across the world</p>

Skill – The Natural World ELG:

- 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

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To ask questions about the natural Environment.</p> <p>To respect and care for the natural environment.</p>	<p>To observe and describe the signs of Autumn.</p> <p>To observe and describe the signs of Winter.</p>	<p>To make observations and discuss changes.</p> <p>To make accurate drawings of animals.</p> <p>To understand what animals, need to survive.</p>	<p>To observe and describe the signs of Spring.</p> <p>To observe changes in the weather.</p>	<p>To make observations of the world around me (minibeasts)</p> <p>To learn about life cycles of plants</p>	<p>To observe and describe the signs of Summer.</p> <p>To recognise similarities and differences in materials.</p>

	To recognise how our environment changes over time.	To look at contrasting environments (animal habitats)		To understand what a plant needs to grow. To make accurate drawings of plants.	
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Expressive Arts and Design

Skill – Creating with Materials ELG:

- 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

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To name colours.</p> <p>To experiment with mixing colours.</p> <p>To create simple representations of people and objects.</p> <p>To role-play using given props and costumes.</p> <p>To use artist’s work to inspire our own creations.</p>	<p>To share their creations.</p> <p>To use colours for a particular purpose</p> <p>To explore different techniques for joining materials (glue stick, PVA)</p> <p>To use artist’s work to inspire our own creations.</p>	<p>To plan and talk about our designs.</p> <p>To share creations and talk about the process.</p> <p>To explore different techniques for joining materials (glue stick, PVA, tape, split pins)</p> <p>To know the names of tools</p> <p>To safely explore a variety of materials</p> <p>To begin to evaluate their work.</p>	<p>To mix paint to achieve a particular colour.</p> <p>To plan and talk about our designs.</p> <p>To adapt work where necessary.</p> <p>To begin to suggest some improvements or changes when evaluating finished work.</p> <p>To select their own props and materials during role-play</p>	<p>To experiment with different mark making media (oil pastels, crayons, paint)</p> <p>To use a variety of materials and tools and experiment with colour and texture.</p> <p>To manipulate materials.</p> <p>To plan and talk about our designs</p> <p>To talk about our finished work, explaining the process</p>	<p>To explain the process and function of tools.</p> <p>To use some cooking techniques.</p> <p>To know how to work safely and hygienically.</p> <p>To create observational sculptures/drawings.</p> <p>To suggest some improvements or changes when evaluating finished work.</p>

Skill – Being Imaginative and Expressive ELG:

- Invent, adapt and recount narratives and stories with peers and adults
- 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

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>To sing songs with repetition (nursery rhymes)</p> <p>To join in with singing assemblies</p> <p>To perform songs during services (Harvest)</p>	<p>To use body percussion and explore sound</p> <p>To learn and perform songs and stories as an ensemble (Nativity)</p> <p>To begin to build a repertoire of songs</p>	<p>To recount and retell stories with peers, developing confidence</p> <p>To begin to play a selection of percussion instruments</p>	<p>To learn and perform in different settings (Church)</p> <p>To move in time to music and learn dance routines</p> <p>To perform poems and stories</p>	<p>To develop confidence when playing percussion instruments in a group</p> <p>To invent stories</p> <p>To observe and talk about dance and performance</p>	<p>To learn about different genres of music with characters and stories</p> <p>To follow a musical pattern to play tuned instruments.</p> <p>To create own compositions.</p>