

Codnor Community Primary School

EYFS Curriculum Progression

Nursery Progress Model for the New Development Matters

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Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	How can I change colours? Starting Nursery Settling in Naming colours Colour mixing Behaviour expectations and my feelings Harvest	How do we celebrate? Celebrations People who help us (occupations)	Who made these footprints? Dinosaurs How are fossils made? Dinosaur eggs	What do we see at this time of year? Pancake Day Easter Planting sunflowers	Ready Steady Grow Animal life cycles	We're going on an animal hunt Animals around the World Travelling around the World
Communication and Language	L, A & U (birth-3) – Listens to simple stories & understands what is happening with the help of the pictures. Speaking (birth-3) – Start to say how they are feeling, using words as well as actions. L, A & U – (3-4) Can find it difficult to pay attention to more than one thing at a time.	Understand simple questions about ‘who’, ‘what’ and ‘where’. Can shift from one task to another if you fully obtain their attention, for example, by using their name? Speaking (3-4)-Can start a conversation with an adult or a friend and continue it for many turns.	Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.	Enjoy listening to longer stories and can remember much of what happens. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
	Statements addressed across the whole year a wide range of vocabulary Use longer sentences of 4-6 words Sing a large repertoire of songs May have problems saying some sounds/multisyllabic words Develop their communication but may struggle with tenses					
Personal, Social and Emotional Development	Self-regulation (3-4) Select and use activities and resources, with help when needed. Talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried' Increasingly follow rules Building relationships (3-4) Become more outgoing with unfamiliar people, in the safe context of the setting. Play with one or more other children.	Understand why rules are important Do not always need an adult to remind them of the rules Show more confidence in new social situations Managing self (3-4) Develop appropriate ways of being assertive		Understand how other people may be feeling. Talk with others to solve conflicts. Develop their sense of responsibility and membership of a community Extending and elaborating play ideas with other children. Find solutions to conflicts and rivalries, for example, accepting not everyone can be the same character.		
	These statements have been split for extra focus, but all will apply on an ongoing basis throughout the Nursery year.					
Physical Development	Gross motor skills (3-4) Go up steps and stairs or climb up apparatus with alternate feet Fine Motor Skills (birth-3) Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.	FMS (birth-3) Develop manipulation and control. Use large-muscle movements to wave flags and streamers, paint and mark make.	Match their developing physical skills to tasks and activities in the setting e.g. crawling/walking Start to eat independently and learning how to use a knife and fork.	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Are increasingly able to use and remember sequences and patterns	Collaborate with others to manage large items such as moving a long plank safely. Make healthy choices about food, drink, activity and toothbrushing.	Start taking part in some group activities which they make up for themselves or in teams. Choose the right resources to carry out their own plan.

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				of movements which are related to music and rhythm. Fine Motor Skills (3-4) Use one-handed tools and equipment for example making snips in paper.	Start to develop a preference for a dominant hand.	Use a comfortable grip with good control when holding pens and pencils. Make healthy choices about food, drink, activity and toothbrushing
	<i>Statements addressed across the whole year</i> Increasingly independent in meeting their own care needs e.g., using the toilet, washing hands/Increasingly independent when getting dressed and undressed e.g., zipping up coats/Continue to develop their movement, balancing, riding and ball skills					
Literacy	Comprehension (birth-3) – Enjoys songs & rhymes, tuning in and paying attention. Engage in conversations about books. Writing (birth-3) – Enjoy drawing freely.	Comprehension (3-4) Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempos. Writing (birth-3) – Add some marks to their drawings which they give meaning to. Word Reading (birth-3) – notice some print (3-4) Begin to recognise their name (print has meaning)	Know that print has different purposes Writing (birth-3) – Make marks on their picture to stand for their name.	Know that English is read left to right, top to bottom (3-4) Write some letters accurately – from their name	Write some of their name Name the different parts of a book Understand page sequencing Develop their phonological awareness so they can: - spot and suggest rhymes, count or clap syllables in words	Write all of their name Use some of their letter and print knowledge in their early writing. E.g. writing lists, 'm' for mummy. Write some letters accurately Develop their phonological awareness so they can: - recognise words with same initial sounds, such as money and mother.
	<i>Statements addressed across the whole year</i> Comprehension - Learning new vocabulary, Engages in conversations about books. Understand the 5 key concept about print 1)print has meaning 2)print has different purposes 3)We read English texts from left to right and from top to bottom 4)the names of the different parts of a book, page sequencing 5)Develop their phonological awareness.					
Mathematics Linked to WhiteRose Maths Nuser Scheme (All skills to be repeated through recaps at the beginning of the lessons to ensure 'sticky knowledge')	<u>More than, fewer, same</u> Compare quantities using language such as 'more than', 'less than' <u>Explore and build with shapes and objects</u> Talk about and explore 2D & 3D shapes using informal and mathematical language. <u>Explore repeats</u> Notice patterns and arrange things in patterns <u>Hear and say number names</u> Recite numbers past 5.	<u>Begin to order number names</u> Recite numbers past 5. <u>See 1,2,3</u> Fast recognition of up to 3 objects without having to count them individually. <u>Join in with repeats</u> Notice patterns and arrange things in patterns <u>Explore position and space</u> Make comparisons between objects relating to weight and capacity, size and length Understand position alone with no pointing.	<u>Show me 1,2,3</u> Show fingers numbers up to 5 Fast recognition of up to 3 objects without having to count them individually. <u>Move and label 1,2,3</u> Say one number for each item in order. Show fingers numbers up to 5 Link numerals and amounts accurately <u>Explore position and routes</u> Discuss routes and locations using words such as 'in front of, behind'. <u>Explore own first patterns</u> Uses informal language like spotty, pointy, blobs etc. Talk about and identify patterns around them.	<u>Take and give 1,2,3</u> Say one number for each item in order. Know that the last number reached tells you the total. <u>Match, talk, push and pull</u> Select shapes appropriately: flat surfaces for buildings, triangular prism for a roof. Describe a familiar route. <u>Talk about dots</u> Fast recognition of up to 3 objects without having to count them individually. Show fingers numbers up to 5 <u>Compare and sort collections</u> Compare quantities using language such as 'more than', 'less than'	<u>Lead on own repeats</u> Uses informal language like spotty, pointy, blobs etc. Talk about and identify patterns around them. <u>Start to puzzle</u> Talk about and explore 2D & 3D shapes using informal and mathematical language. Discuss routes and locations using words such as 'in front of, behind'. <u>Making patterns together</u> Extend and create ABAB patterns. Uses informal language like spotty, pointy, blobs etc. <u>Make games and actions</u> Fast recognition of up to 3 objects without having to count them individually. Show fingers numbers up to 5	<u>Show me 5</u> Know that the last number reached tells you the total. Show fingers numbers up to 5 Link numerals to amounts <u>My own pattern</u> Begin to describe a real or fictional event using words such as 'first', 'then'. Notice and correct errors in a repeating pattern. Extend and create ABAB patterns. <u>Stop at 1,2,3,4,5</u> Experiment with their own symbols and marks as well as numerals. Fast recognition of up to 3 objects without having to count them individually. Show fingers numbers up to 5 <u>Match, sort, compare</u> Compare quantities using language such as 'more than', 'less than'

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Understanding the World	*People, culture & communities (birth-3) – Notices differences between people. *The Natural World (birth-3) – Explore natural materials, indoors and outdoors. *(3-4) Use all their senses in hands-on exploration of natural materials	*Show interest in different occupations. Past and Present (3-4) Begins to make sense of their own life-story and family's history. *Talk about the differences between materials and changes they notice. *PCC (3-4) Continue to develop positive attitudes about the differences between people.	*Talk about what they see, using a wide vocabulary. *Explore collections of materials with similar and/or different properties. *Explore and talk about different forces they can feel.	*Plant seeds and care for growing things. *Understand the features of the life cycle of a plant	*Understand the features of the life cycle of an animal. *Begin to understand the need to respect and care for the natural environment and all living things.	*PCC (3-4) Continue to develop positive attitudes about the differences between people. *Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
	<u>Statements addressed across the whole year:</u> <i>Begin to understand the need to respect and care for the natural environment and all living things. Explore how things work. Talk about what they see using a wide vocabulary. Continue to develop positive attitudes about the differences between people.</i>					
Expressive Arts and Design	*Creating with materials (3-4) – Explore colour mixing. *Being Imaginative and Expressive (3-4) Take part in simple pretend play.	*Create closed shapes with continuous lines and begins to use these shapes to represent objects. *Remember and sing entire songs.	*Join different materials and explore different textures. *Explore different materials freely.	*Respond to what that they have heard expressing thoughts and feelings. *Draw with increasing complexity and detail *Use drawings to express ideas like drawing and movement	*Develop complex stories using small-world equipment. *Create their own songs or improvise songs around one they know. *Play instruments with increasing control to express their feelings and ideas.	*Make imaginative and complex small world with blocks and construction. *Show different emotions in their drawings and paintings e.g. happiness, sadness etc. *Develop their own ideas and then decide which materials to use to express them.
	<u>Statements addressed across the whole year</u> Sing the melodic shape of familiar songs. Listen with increasing attention to sounds (link to phonics phase 1 lessons) Sing the pitch of a tone sung by another person. Explore colour mixing. show different emotions in their drawings and paintings e.g. happiness, sadness etc.					