

# Our Lady of the Wayside Catholic Primary School

## Early Years Progression 2023-2024



### Communication and Language

**EYFS Statutory Educational Programme:**

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

**ELG: Listening, Attention & Understanding**

Children at the expected level of development will:

- 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.

**ELG: Speaking**

Children at the expected level of development will:

- 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.

Progression:	Nursery			Reception		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Listening, Attention &amp; Understanding</b>	I can hear my name and respond.	I can listen to other people’s talk with interest.	I can begin to pay attention to more than one thing at a time.	I can pay attention to more than one thing at a time.	I can listen carefully and explain why listening is important.	I can listen attentively in a small and large group.
	I can listen to new vocabulary with interest.	I can answer simple questions using actions and words.	I can answer ‘why’ questions.	I can understand more complicated words.	I can understand words that describe a sequence.	I can ask questions to clarify my understanding.
	I can follow a simple instruction using Makaton/widget.	I can follow a simple two-part instruction.	I can follow a two-part instruction with support.	I can follow two-part instructions with ease.	I can begin to follow a longer list of instructions.	I can follow a longer list of instructions in a range of contexts.
	I can listen to simple stories and explain what is happening with the help of pictures.	I can enjoy listening to longer stories and remember much of what happens.	I can listen to longer stories and non-fiction texts and answer simple questions about what I have heard.	I can listen to longer stories and non-fiction texts and retell main events and recall facts.	I can listen to a story and start to make up my own stories.	I can use story language and recall facts to demonstrate my knowledge.

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<b>Speaking</b>	I can use key words to find out more.	I can ask questions to find out more with adult support.	I can ask questions using a range of question words.	I can answer simple 'why' questions.	I can answer 'when' and 'how' questions and can explore the meaning of words.	I can ask questions to find out more and to check my own understanding using a variety of question words.
	I can sometime use talk to organise myself in my play.	I can use talk to organise myself in my play.	I can develop my communication by using longer sentences of up to 4-6 words.	I can describe some events in some detail.	I can experiment with new and recently learnt vocabulary and articulate thinking.	I can use a variety of vocabulary to articulate my ideas in well-formed sentences.
	I can engage in own favourite make-believe play and use talk to organise my play.	I can engage in make-believe play in different contexts.	I can engage in a wider range of make-believe play, using talk to plan and negotiate with others for short periods of time.	I can use talk to take on different roles in imaginative play and within a range of other activities.	I can use talk to interact, negotiate and organise my own thinking.	I can use talk to interact, negotiate and problem solve as part of extended conversations.
	I can start a conversation with a trusted adult or child.	I can start a conversation with an adult or friend, with some turn taking.	I can start a conversation with an adult or friend and continue it for many turns.	I can develop the use of talk with others to help organise thinking, work out problems and explain.	I can use talk with others to help organise thinking, work out problems and explain my thinking.	I can express my point of view, debate when in disagreement using words as well as actions, engaging in sustained conversation with others.
	I can start to talk about my ideas.	I can describe events in phrases and sentences.	I can use the word "and" to link my sentences.	I can talk about things in the future.	I can connect one idea to another using conjunctions, and speak in the past and tense.	I can use past and present tenses mostly consistently in my sentences.

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### Personal, Social & Emotional Development

#### **EYFS Statutory Educational Programme:**

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

#### **ELG: Self-Regulation**

Children at the expected level of development will:

- 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.

#### **ELG: Managing Self**

Children at the expected level of development will:

- 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.

#### **ELG: Building Relationships**

Children at the expected level of development will:

- 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.

Progression:	Nursery			Reception		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Self-Regulation</b>	I can explore my emotions through play and stories.	I can point to how I am feeling.	I can talk about my feelings including sad, happy, worried and angry.	I can talk about my own and others’ feelings including sad, happy, worried and angry.	I can identify the colour zones I am in and share with others	I can manage how I am feeling by using the tools I know to help me (zones of regulation).
	I can explore other people’s feelings through play and stories.	I can point to how others are feeling.	I can talk about how others are feeling.	I can show empathy towards others’ feelings.	I can identify how to change my behaviour accordingly in response to other people’s feelings.	I can regulate my behaviour in response to how others are feeling.
<b>Managing Self</b>	I can show understanding of what is right and wrong.	I can follow some rules and understand why they are important.	I can remember the rules with support.	I can remember the rules without a prompt.	I can remember and follow rules and routines of my school day.	I can consistently follow the rules and routines of my school day.

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	I can make my needs known and have my needs met by familiar adults around me.	I can show some independence in meeting my own needs.	I can be more independent in meeting my own needs.	I can show confidence in the classroom to try new things.	I can name something (goal) I want to get better at.	I can show resilience and perseverance in achieving a goal.
	I can independently use the toilet and wash and dry my hands effectively with visual and verbal reminders.	I can identify when I am hot and am able to take off my jumper with some support.	I can identify foods that are healthy and not healthy.	I can identify what my body needs to be healthy.	I can talk about how to be healthy, including physical exercise, dental care and food choices.	I can independently manage my own self-care and keep my body healthy.
	I can: Put my coat on and take my coat off.	I can: Put my shoes/ wellies on and take my shoes/ wellies off.	I can: Put my puddle suit on and take my puddle suit off with help.	I can: Put my wellies on/off and puddle suit on/off with some help.	I can: Put my wellies on/ off and puddle suit on/off independently sometimes.	I can: Put my wellies on/ off and puddle suit on/off independently consistently.
<b>Building Relationships</b>	I can show confidence in new social situations to become more outgoing with new and unfamiliar people to develop friendships.	I can play with one or more children, extending and elaborating play ideas through talk.	I can begin to find solutions when playing with others if things do not go my way, with support.	I can begin to find solutions when playing with others if things do not go my way, with less support.	I can negotiate and take turns in my play to build relationships with peers/adults, listening and valuing others opinions.	I can play co-operatively with peers, taking turns without support.

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Physical Development						
<p><b>EYFS Statutory Educational Programme:</b> Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>						
<p><b>ELG: Gross Motor Skills</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>➤ Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>➤ Demonstrate strength, balance and coordination when playing;</li> <li>➤ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>			<p><b>ELG: Fine Motor Skills</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>➤ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>➤ Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>➤ Begin to show accuracy and care when drawing.</li> </ul>			
Progression:	Nursery			Reception		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Gross Motor Skills	I can show some awareness of space when moving around.	I can start to move my body in different ways.	I can negotiate space and move in different ways.	I can negotiate space and move at different speeds and in different ways.	I can use my body at different levels when moving in different ways.	I can move in a variety of different ways confidently using different levels and speeds.
	I can show some control of my body whilst moving.	I can hold a pose for a short amount of time.	I can stand on one leg for a short amount of time.	I can walk up some stairs using alternative feet.	I can use my core to support my balancing skills.	I can balance in different ways confidently.
	I can roll a ball.	I can roll a ball to a desired location.	I can catch a large ball without support.	I can catch a large ball confidently.	I can throw to a desired location.	I can throw and catch a large ball confidently.
Fine Motor Skills	I can hold a pencil to mark make.	I can use my pinchy fingers to hold a pencil.	I can show a dominant hand when drawing.	I can hold my pencil at the bottom of the shaft without prompt.	I can pick up my pencil correctly without support ready to write.	I can use a tri pod grip when holding a pencil consistently.
	I can make different marks.	I can start to experiment and put meaning to my marks.	I can draw lines and circles and draw recognisable objects.	I can draw recognisable objects using a variety of different marks.	I can start to put more detail to my drawings.	I can draw detailed drawings that can be recognised by others.

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	I can select the correct tools I need and handle these safely.	I can hold one handed tools safely whilst moving around.	I can start to make snips in paper.	I can start to cut along a straight line using one handed tools.	I can start to cut paper in different directions.	I can use scissors for different purposes.
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### Literacy

**EYFS Statutory Educational Programme:**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

**ELG: Comprehension**

Children at the expected level of development will:

- 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.

**ELG: Word Reading**

Children at the expected level of development will:

- 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 words.

**ELG: Writing**

Children at the expected level of development will:

- 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.

Progression:	Nursery			Reception		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Comprehension</b>	I can hold a book the right way up.	I can turn the pages in a book with some support.	I can turn the pages in a book with increasing independence.	I can show enjoyment in stories/ books by engaging with this in my independent play.	I can show my understanding of a story I have heard by retelling the story using some key vocabulary.	I can retell well known stories using a range of vocabulary.
	I can point to print in my environment.	I can point to words in a book from left to right.	I can name the front cover, back cover, point to the title and blurb in a book.	I can handle books correctly and name different parts of a book accurately.	I can re-read books I know well to develop my confidence in word reading and build upon my fluency.	I can anticipate what will happen next in a story and say what I think will happen.
	I can talk to others around me about stories I have heard, sometimes using new vocabulary.	I can answer simple questions about a story I have heard.	I can talk confidently about a book I know well and use known vocabulary.	I can re-read books I know well to develop my understanding of story structure.	I can re-read books I know well to develop my confidence in word reading and build upon my fluency.	I can use vocabulary in different ways in my own play.

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<b>Word Reading</b>	I can show some phonological awareness by listening to sounds in words.	I can show more phonological awareness by listening to sounds in words and am able to name initial sounds in words.	I can orally blend simple words said by my teacher.	I can read some individual letter sounds by saying the sounds for them.	I can read some letter groups that each represent one sound and say the sound for them.	I can say the phoneme for each letter of the alphabet.  I can say the phoneme for at least 10 diagraphs.
	I can identify a rhyme.	I can listen to rhymes and suggest an alternative word.	I can use words in different ways in my everyday conversations/ play.	I can begin to blend known sounds into words and identify these words.	I can read some words by sight in a short sentence.	I can say the sounds I see and blend these together to read words.
	I can with support clap out syllables in short words.	I can clap out syllables in longer words with less support.	I can identify some phonemes in my environment that are familiar to me.	I can read some words by sight in isolation.	I can begin to read simple sentences using the sounds I know.	I can read aloud simple sentences, reading common exception words by sight.
<b>Writing</b>	I can make different marks.	I can start to experiment and put meaning to my marks.	I can write some letters accurately.	I can spell words by identifying the sounds I can hear and then writing the sound with a letter correspondent.	I can form most lower-case and some capital letters correctly.  I can spell words by identifying the sounds I can hear and writing these accurately.	I can write lower-case and capital letters that are formed correctly so they can be identified by others.
	I can give meaning to the marks I make in my play.	I can use some letter shapes I know.	I can write some or all of my first name including a capital letter at the start.	I can follow the letter sound correspondent mantra to form some letters in my writing.	I can write short sentences using the sounds I know so my writing makes sense.	I can spell the words I want to write using my phonic knowledge; I know which letter/s represent these and can form these.
	I can make marks on my pictures to show my name.	I can write the initial sound in my name.	I can use what I know about letter sounds and try to represent this in my play.	I can write my first name with a capital letter with increasing independence.	I can write my first name and some of my surname with capital letters at the start of each.	I can write my first name and surname.



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	<p>I can show my pre-writing skills by drawing a straight line down and a line across a page.</p>	<p>I can show my pre writing skills by drawing a circle and drawing a cross.</p>	<p>I can continue to show my pre-writing skills by drawing a square and diagonal lines.</p>	<p>I can attempt to write the sounds I can hear in words to represent my ideas in my play.</p>	<p>I can use finger spaces in most writing to separate my words.</p> <p>I can attempt to re-read my own writing to share what I have written with others.</p>	<p>I can write simple sentences that can be read by others, separating words with finger spaces,</p> <p>I can use capital letters and full stops correctly in some sentences.</p>
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Mathematics							
<p><b>EYFS Statutory Educational Programme:</b>                      Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>							
<p><b>ELG: Number</b>                      Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>➤ Have a deep understanding of number to 10, including the composition of each number;</li> <li>➤ Subitise (recognise quantities without counting) up to 5;</li> <li>➤ 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.</li> </ul>				<p><b>ELG: Numerical Patterns</b>                      Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> </ul> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.			
Progression:	Nursery			Reception			Interface with KS1
	Autumn	Spring	Summer	Autumn	Spring	Summer	
<b>Counting and Cardinality</b>	I can say number words in sequence (up to 5)	I can touch each object with one number word (up to 5)	I know that the last number counted gives the total so far	I can counts objects, actions and sounds (up to 10)	I know that the number does not change if it is simply rearranged	I can link numeral with cardinal number value (to 10)	Count to and across 100, forward and backward, beginning with 0 or 1, or from any given number
	I can imitate rote counting using some number names	I can count verbally to 5	I can count verbally to 10	I can count verbally to 15	I can give the next number in the counting sequence	I can count to 20 and beyond	Count, read and write numbers to 100 in numerals  Given a number, can identify 1 more or 1 less  Count in multiples of 2s, 5s and 10s
<b>Subitising</b>	I can demonstrate understanding of the concepts one, two and more	I can make a group of 1 – 3 to match another collection with the same number of objects	I can subitise up to 3 objects	I can make a small collection that matches the number of objects	I can instantly recognise and name the number of items in a set of 3 or 4	I can subitise up to 5 objects	Identify and represent numbers using objects and pictorial representations including the number

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				in another collection			line, and use the language of: equal to, more than, less than (fewer), most, least
Comparison	I can compare collections and begin to talk about which group has more things		I can identify groups with the same number of things		I can compare numbers that are far apart, near to and next to each other. For example, 8 is a lot bigger than 2 but 3 is only a little bit bigger than 2.		Use the language of: equal to, more than, less than (fewer), most, least.
				I can find '1 more' from a given number within 10.	I can find '1 more' and '1 less' from a given number within 10.	I can explain the '1 more than/ 1 less than' relationship between sequential numbers within 10.	Given a number, can identify 1 more or 1 less
Composition	I can physically partition a number of things into two groups, and can recognise that those groups can be recombined to make the same total		I can talk about the different arrangements I can see within the whole		I know that a number can be partitioned into more than 2 numbers		Recognise the place value of each digit in a two-digit number (tens, ones)
				I know which pairs make a given number within 5.	I can begin to recall some double facts within 10.	I can recall most number bonds to 10, which include double facts.	
Pattern	I can talk about and identify patterns in the environment	I can continue/copy or fill in missing elements of an ABAB pattern	I can create an ABAB pattern	I can notice and correct an error in an ABAB pattern	I can identify the 'unit of repeat'	I can continue a pattern which ends mid-unit	Explore and identify pattern within the number system  Recognise and create repeating patterns with objects and with shapes
Space and shape	I can use the language of position and direction. E.g. position: 'in', 'on', 'under' direction: 'up', 'down', 'across'.	I can explore shapes and the attributes of particular shapes through construction play	I can identify similarities between shapes	I can name and discuss the properties of basic 2D and 3D shapes	I can combine shapes to make new ones	I can name and discuss properties of a growing number of 2D and 3D shapes	Sound knowledge of 2D and 3D shapes, including: rectangles (including squares) circles, triangles cuboids (including cubes), pyramids, spheres

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<b>Measures</b>	I can recognise the specific attributes of (for example) length – that a stick is long; adults are tall.	I can find something that is longer/shorter or heavier/lighter than a given reference item	I can show an awareness of comparison in estimating and predicting	I can compare objects relating to size and length	I can recognise the relationship between the size and number of units	I can begin to use units to compare things	Use and apply in practical contexts, a range of measures, including time.
<b>Sorting</b>	I can sort objects by colour, size or shape when prompted		I can sort objects by colour, size or shape independently		I can sort objects by two criteria (e.g. has four legs, does not have four legs)		
<b>Number writing</b>	I can make marks in my play to represent mathematical thinking.		I can begin to record numbers using marks and numerals		I can write numerals to 10 and appropriate symbols to show number sentences.		



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### Understanding the World

**EYFS Statutory Educational Programme:**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

**ELG: Past and Present**

Children at the expected level of development will:

- 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 experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

**ELG: People and Communities**

Children at the expected level of development will:

- 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 – when appropriate – maps.

**ELG: The Natural World**

Children at the expected level of development will:

- 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.

Progression:	Nursery			Reception		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Past and Present</b>	I can use ‘today’ and ‘yesterday’ in conversations.	I can name some days of the week.	I can talk about ‘before’ and ‘after’.	I can name the days of the week and their order.	I can use ordering language (for example first, next, after that).	I can talk about sequences relevant to myself (e.g. my school day/ getting ready for bed).
	I can sometimes use the past tense of some common verbs (played, saw, ran).	I can use ‘tomorrow’ in conversations.	I can use past tense to talk about what has already happened.	I can use ‘then’ and ‘now’ when talking about familiar and unfamiliar experiences.	I can compare my own experience with things that happened in the past, using books to help me.	I can notice and celebrate things I can do now that I could not do before I started school.

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	I can say my name and say who I live with.	I can talk about some members of my family.	I can talk about a wide range of occupations (e.g. electrician, scientist, police, hairdresser).	I can begin to draw on my own experience to compare what they can find out about the past with today from books (for example, toys, washing clothes, a family day out).	I can explain some key differences in what family members of different ages can and can't do.	I know some similarities and differences between the past and now, using what I know from my own experiences and stories I have heard.
	I can say what my mommy and or daddy does as a job.	I can say who is special to me and what is special to me.	I can make comments about people and events I have heard in books read to me.	I can sequence my family members, explaining who they are (baby, toddler, teenager, adult and elderly).	I can describe some family memories, using pictures to help me.	I can talk about past and present events in my life.
	I can show an interest in different occupations (for example, police/ firefighter).			I can name some similarities and differences in jobs 'then' and 'now'.		
People and Communities	I can begin to explore simple maps in my play.	I can identify what a map is used for.	I can name some features on a map.	I can identify a range of features on a map.	I can use a map to find features within my school environment.	I can explain, in simple terms, the difference between human and physical features on a map.
	I can name where I live (house) and I can talk about what I can see at home and in school.	I can name the place where I live (Shirley).	I can explain simple differences between where I live and where someone else lives.	I can explain simple differences between where I live and another area in the UK.	I can find key similarities and differences between where I live and where others live.	I can compare the homes in the UK to other countries.
	I can talk about what I see in my environment (for example parks, shops).	I can identify key objects and places in my local area.	I can talk about what I can see in other environments.	I can talk about how life may be different for other children living somewhere else.	I can compare life in this country and life in other countries.	I can talk about similarities and differences about life in this country and life in other countries.
	I know who is in my family.	I can imitate family life through my play.  I can talk about my experiences in my family.	I can show an understanding that families are different.	I can talk about similarities and differences between my family and friends.		I can talk about similarities and differences between family, friends and communities.

# Our Lady of the Wayside Catholic Primary School



## Early Years Progression 2023-2024

	I can talk about special events that take place in my family.	I know about some festivals celebrated by others.	I can talk and show respect to other people and their beliefs.	I can talk about how and where people celebrate different occasions. (e.g. Christmas, Eid, Diwali).	I can talk about how I celebrated my own special occasion in previous years.	I can talk about how different people celebrate special events including where these take place.
	I can identify the role of the emergency services and I know how to call for help.					
The Natural World	I can use my senses to explore my natural world.	I can begin to identify some similarities and differences in my natural environment.	I can name the seasons of the year (not in order).	I can observe some features of my natural world and can draw what I can see.	I can name the seasons of the year and I know the order of the seasons.	I can observe some features in the natural world and make observational drawings.
	I know the names of some plants and animals.	I know that natural things will grow and what I need to do to look after them.	I can identify some similarities and differences in my natural environment.  I can talk about the life cycle of a butterfly.	I can say what plants and animals need to survive.	I can observe some features in a different environment and can draw what I can see.  I can talk about a range of life cycles.	I can talk about how I can look after the natural environment to help it grow and develop.
	I can talk about the weather today.	I can talk about what I can see during different times of the year (e.g. changing states).	I can talk about the key changes to nature in each season.	I can talk about how things decay and change.	I can talk about how seasons change over the year.	I can understand the effects of changing seasons on the natural world.
	I can begin to talk about different forces and how they feel.	I can use new words to describe the effects of force.	I can talk about how materials can change and what is happening. (floating and sinking).	I can explore and talk about different processes. (magnetic forces, sound vibrations).	I can explore and find about the effects of light and dark. (Shadows)	I can understand some important scientific processes. (sinking, floating, magnetic forces).



## Early Years Progression 2023-2024

### Expressive Arts and Design

**EYFS Statutory Educational Programme:**

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

**ELG: Creating with Materials**

Children at the expected level of development will:

- 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.

**ELG: Being Imaginative and Expressive**

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- 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.

Progression:	Nursery			Reception		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Creating with Materials</b>	I can explore pre made paint using a variety of tools to create their own pieces of art.	I can explore paint using different media and canvases.	I can explore colour mixing and create artwork through individual expression.	I can mix colours for a purpose.	I can create artwork using a range of media and materials.	I can create and improve my artwork making changes.
	I can make marks and sometimes give meaning including circles and lines.	I can draw enclosed spaces and can draw recognisable faces with features.	I can draw in more detail and draw from memory.	I can draw from the imagination freely, sharing ideas with others.	I can draw simple people, houses and simple landscapes.	I can draw a self-portrait with eyes, nose, ears, mouth and eyebrows.
	I can explore malleable materials freely.	I can explore and make marks in malleable materials.	I can manipulate malleable materials including rolling, pinching, cutting and squashing.	I can construct a piece of art using a range of different materials.	I can work with others to create and design and make something meaningful.	I can share my creations and talk about the process in achieving this.
<b>Being Imaginative and Expressive</b>	I can explore and listen to different sounds.	I can explore different instruments and start to name them.	I can use instruments to express my feelings.	I can explore different emotions and cultures through music.	I can explore a more variety of instruments including tuned instruments.	I can play instruments using different tempos and dynamics.  I can play a steady beat on an instrument.



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## Early Years Progression 2023-2024

	I can say what I like when listening to different music.	I can move my body according to the music and copy basic movements.	I can talk about how music makes me feel and copy a simple routine.	I can clap a steady beat.	I can move my body differently to different sounds.	I can move my body to the beat of the music and create own movements.
	I can sing some of the words when I am singing.	I am starting to sing some familiar songs.	I can sing in a group.	I can change my pitch in a melodic way.	I can echo phrases sung to me.	I can sing a variety of nursery rhymes and songs.
	I can use small world play and play with familiar resources in the role play and creative area.	I can play with small world play and start to imitate real life experiences.	I can negotiate roles in play and use objects as representations with support.	I can use props, small world and own experiences to develop storylines and narratives.	I can use props, small world and learnt stories to develop storylines.	I can work with others to develop creative role play and small world.