

Early Developmental (0-24months) Progression Map

PRIME AREAS						
	Progression Step A	Progression Step B	Progression Step C	Progression Step D	Progression Step E	Progression Step F
Communication and Language						
The development of communication underpins all other areas of learning and development. Beginning at early developmental back-and-forth interactions which form the foundations for language and cognitive development. The number and quality of the interactions and/or conversations learners have with adults and peers throughout the day in a language-rich environment is crucial. By facilitating commentary on what learners are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build communication and language effectively. Reading frequently to and with learners, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words or ways of communicating in a range of contexts, will give learners the opportunity to thrive.						
Speaking and Listening & Attention Skills	I notice stimuli, searching with my eyes.	I object to termination of an interaction.	I anticipate within familiar social routines.	I respond to a simple one-step instruction like "give to nanny" or "stop."	I am starting to express my pleasure and displeasure.	I am starting to say how I feel with my preferred method of communication e.g., actions, words or gesture.
	I quieten or alert to the sound of speech.	I transition using objects of reference.	I enjoy singing, music and making sounds.	I am beginning to put two or three words together.	I show that I want an activity to continue or terminate.	I anticipate what will happen next when shown a visual aid such as an Object-of-Reference.
	I watch someone's face as they talk.	I watch and follow adult movements.	I bounce rhythmically when being sung to or listening to music.	I transition through photos of reference.	I change my behaviour in response to familiar sounds or words.	I show others what I want by leading them to the area/activity or object.
	I understand body movements or facial expressions in context.	I respond to cause and effect e.g. switch toys, computer input devices	I respond to other's pitch, intonation and volume.	I gaze at faces, copying facial expressions and movements like sticking out their tongue.	I am starting to express my needs and wants e.g., through facial expression, body language and/or words.	I recognise and point to objects if asked about them.
	I experience objects of reference.	I generally focus on an activity of their own choice.	I listen to other people's talk with interest.	I make eye contact for longer periods.	I sometimes use gestures like waving and pointing to get attention or to show what I want.	I am starting to understand contextual clues.
	I turn towards familiar sounds.	I change behaviour in response to an interesting event nearby.	I request enjoyable activities to repeat through my preferred form of communication.	I look back and forth between two objects and know two objects are present.	I experience symbols for visual reference.	I am starting to show understanding that my action causes an effect.
	I recognise the voice of familiar adults and respond to close physical contact with a familiar person.	I am starting to use gesture and sound e.g. waving 'bye-bye'.	I experience of photo reference.	I deliberately attract attention of another.	I explore my voice and show enjoyment at making sounds.	I am developing a consistent way of communicating with those around me.
	I am starting to express my needs and wants e.g., through facial expression, body language.	I listen to other people's talk with interest but can easily be distracted by other things.	I copy what adults do, taking 'turns' in conversations (through babbling) and activities.	I repeat actions to gain reward.	I respond or show understanding of single words such as 'drink', 'Daddy', 'finished'.	I can choose between two presented objects.
		I respond to the voice or physical contact with familiar adults to me and it makes me feel calm when I hear it.	I make sounds to get attention.	I recognise some familiar names such as parents or siblings.		I communicate 'more' and 'no more' through consistent actions.
			I try to copy the lip movements an adult makes.			I demonstrate joint attention. I communicate choice to attentive adults. I participate in supported 1:1 turn taking.

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<p>Personal, Social and Emotional Development</p> <p>Personal, social and emotional development begins with the earliest of interactions. From awareness there are others around them and initial engagement with environments, to quality interactions with adults and peers, the developmental stages that a learner progresses through takes them on a journey of understanding and engagement. Underpinning personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable learners to understand their own feelings and those of others. Learners 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 are guided in how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other learners they learn how to make good friendships, cooperate and resolve conflicts peacefully.</p>						
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Self Regulation Skills</p>	I express preferences and decisions through facial expressions, vocalisations or body language.	I notice new things in my environment.	I respond emotionally to other people's emotions e.g. returning a smile.	I find ways to calm myself through mutual regulation.	I play with increasing confidence on my own and can tolerate others nearby.	Find ways to calm themselves, through self-regulation strategies.
	I react when I am exposed to new areas of the wider school environment.	I become excited in anticipation of play/interaction: waves arms/legs, vocalises.	I know my own likes and dislikes and how to make informed choices.	I tolerate change in my environment e.g., new resources.	I ask for help.	I feel increasingly confident when taken out around the wider school environment and may need adult support to remain calm.
	I feel strong enough to express a range of emotions.	I play with increasing confidence on my own.	I can be distracted by a new activity when distressed.	I can access the wider school environment, and increasingly regulate with adult support.	I can be encouraged to try new activities using a now and next approach.	I am beginning to show the foundations of 'effortful control' e.g., turn-taking, resisting grabbing for what they want.
	I seek physical and emotional comfort from trusted adults.	I show a range of emotions such as pleasure, fear and excitement.	I communicate activities or experiences that I do not like through avoidance.	I show understanding and cooperates with some boundaries and routines.	I increasingly recognise and communicate my emotions.	I increasingly show an understanding of rules, with repeated consistent use of direction.
		I use self-calming techniques e.g., chewing, sucking, sensory activities.	I use self-calming techniques e.g. chewing, sucking thumb, sensory activities.	I experience a range of feelings with intensity, such as anger, frustration, excitement and joy, which may result in losing control of feelings, body and thinking.	I respond emotionally to others' emotions.	I am increasingly finding ways to manage transitions.
		I repeat actions in anticipation they will result in response from others.		I assert my own agenda strongly and may display frustration with having to comply with others' agendas.		

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Managing Self Skills	I anticipate food routines with interest.	I express discomfort, hunger and thirst.	I can carry out simple tasks with some independence when prompted e.g., needs to be given an instruction that they then carry out for themselves.	I communicate need for food or drink when hungry or thirsty across the school day.	I try new things and start establishing autonomy.	I use indications to achieve a goal e.g., gesture towards a cup to say they want a drink.
	I express discomfort, hunger and thirst.	I show delight at active play and like to repeat enjoyable activities.	I can pull off simple items of clothing that require a single action (socks, hat, scarf, etc.).	I push legs through trousers, push arms through sleeves and can remove shoes and socks.	I move away from familiar adults and around the environment with self-assurance.	I am increasingly independent in meeting my own care needs and working progressively through self-care skills (as appropriate), e.g., using the toilet, washing and drying their hands thoroughly.
	I produce and copy non-speech sounds.	I assist with dressing by allowing body movements.	I tolerate sitting on the toilet during my personal care routine when verbally and physically prompted.	I occasionally use the toilet out of choice.	I am beginning to initiate independence e.g., carries out simple task for themselves without reliance on an adult.	I can dress and undress myself with support from adults with fastenings.
	I tolerate being dressed.	I tolerate my face being washed.	I am growing confident that my needs will be met when I express my needs.	I use others to help me achieve my goal e.g. to get an object that is out of reach.	I select activities and resources from a limited range with support from an adult.	The gap between me wetting is at least an hour and I am starting to recognise the need to go to the toilet.
	I tolerate my pad or nappy being changed.	I physically assist with my personal care routine.	I physically engage with feeding and drinking.	I usually participate in some routines, with or without support.	I can increasingly dress and undress some items of clothing with help from an adults.	I can indicate my toileting needs.

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Building Relationships Skills	I can be calmed and comforted by a familiar adult e.g. by patting, rocking, wrapping, input.	I look for clues about how to respond to something interesting.	I show an awareness of other's interactions with me.	I engage with other's interactions with me, demonstrating a sense of self.	I build constructive and respectful relationships.	I get actively involved in other's interactions with me, establishing a sense of self.
	I encounter interactions with others.	I respond to my name.	I move away from my familiar adults with more self-assurance.	I tolerate others playing nearby with lessening adult support.	I actively participate in other's interactions with me.	I play with increasing confidence on my own and with other children, sometimes seeking them out.
	I look back as I move away from familiar adults for reassurance.	I turn attention towards familiar or preferred adults.	I can tolerate peers playing nearby with adult support.	I demonstrate enjoyment during play with others.	I sometimes engage in play with my peers, with adult support.	I usually listen to other people and play and work cooperatively with adult support.
	I begin to make sounds and movement to initiate interaction with others.	I react to physical interactions.	I initiate social interaction with others.	I show affection and concern for people who are special to them.	I take part in a turn taking game with adults.	I interact with new people appropriately when supported by an adult.
	I notice my peers during play in the environment.	I show an interest in the activities of others.	I closely watch others body language to begin to understand their intentions.	I engage with others through gestures, gaze and/or talk.	I am beginning to engage with pretend play.	I play alongside others, sometimes sharing resources.
	I engage with social songs.	I repeat actions that are positively received by others.	I try to find a familiar adult when distressed or frightened for reassurance.		I respond positively to a variety of familiar carers.	I take part in a turn taking game with peers.
		I show an awareness of my reflection when looking in a mirror.				

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<p><u>Physical Development</u></p> <p>Physical development occurs 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>Gross Motor Skills</p>	<p>I manipulate my body to produce intended movements / actions...</p> <ul style="list-style-type: none"> - Lift their head while lying on their front - Push their chest up with straight arms - Roll over from front to back, then back to front - Enjoy moving when outdoors and inside 	<p>I produce movements with my arms and legs gradually becoming more controlled such as reaching out for objects and kicking with feet.</p>	<p>I perform a range of large muscle movements such as...</p> <ul style="list-style-type: none"> - Throwing - Catching - Rolling -Kicking 	<p>I propel and receive a range of resources to another person using my hands or feet, with increasing accuracy, including...</p> <ul style="list-style-type: none"> - Throwing - Catching - Rolling -Kicking 	<p>I manipulate my whole-body movements to go under, over or through some obstacles and moving objects out of the way with hands or feet.</p>	<p>I produce whole body movements to propel myself such as walking, running, hopping, skipping and jumping, with increasing precision and accuracy.</p>
	<p>I produce specific movements in preparation for walking...</p> <ul style="list-style-type: none"> - Sit without support - Begin to crawl in different ways and directions - Pull themselves upright (and bouncing) 	<p>I stand independently for a short period.</p>	<p>I can develop my core body posture and coordination through balancing, positioning and stretching.</p>	<p>I perform a range of whole-body movements...</p> <ul style="list-style-type: none"> - Running - Jumping - Climbing/crawling steps 	<p>I propel and push large toys such as trikes and wheelbarrows, prams / carts.</p>	<p>I combine different whole-body movements with ease and fluency to navigate myself around and complete an obstacle course including two wheeled resources.</p>
	<p>I play with hands in midline of my body.</p>	<p>I bear weight and bounce when held in a standing position.</p>	<p>I can push, pull, lift and carry.</p>	<p>I change direction whilst walking.</p>	<p>I fit myself into spaces such as tunnels, dens and large boxes.</p>	<p>I bounce on a trampoline with adult support.</p>
	<p>I swipe at toys above me when lying or sitting.</p>	<p>I pass things from one hand to the other. Let go of things and hand them to another person or drop them.</p> <p>I attempt to lean down and collect objects from the floor.</p>	<p>I begin to walk independently – choosing appropriate props to support at first...</p> <ul style="list-style-type: none"> - walker, pushing a stable toy - holding an adult's hand with two hands then one hand. 	<p>I attempt to get onto a chair with adult support.</p>	<p>I squat down to pick up objects, occasionally falling.</p>	<p>I squat down and return to standing.</p> <p>I lift legs whilst standing and holding onto a firm structure e.g. holding onto an adult whilst assisting dressing.</p> <p>I run freely, not always avoiding obstacles.</p> <p>I get onto a chair independently.</p>

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Fine Motor Skills	I explore hands and fingers, watching them, pressing hands together, clasps and unclasps.	I clap hands independently.	I use two hands to lift small and large objects in and out of containers.	I develop small motor skills so that I can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	I use a comfortable grip with good control when holding a range of tools and small objects.	I can copy line patterns such as horizontal, vertical, circular, zigzag and wavy lines in messy play and using writing tools.
	I persistently and deliberately reach out for objects.	I can use single finger to touch and point, including operating cause and effect devices.	I hold and dab objects against a surface, sometimes to achieve a mark.	I pick up and release small objects with a pincer grasp.	I select tools that are appropriate to the adult-initiated task.	I can colour in simple shapes, attempting to stay within the lines.
	I explore objects with my mouth.	I engage in sensory experiences of making marks in wet and dry messy play.	I help turn the pages of a book.	I can hold writing tools using a whole hand grasp making random marks with different strokes. Writing tools such as... - crayons - pens - chinks - pencils - paintbrushes	I use hands to twist, turn and manipulate an object.	I choose the right resources to carry out my own plan. For example, choosing a spade to enlarge a small hole I dug with a trowel.
	I explore surfaces by grabbing or scratching.	I enjoy making small and big marks in my play.	I enjoy making marks with environmental tools e.g. sticks in the mud, fingers in the sand, brushes or chinks outside.	I can make snips, opening and closing scissors independently.	I can trace line patterns such as horizontal, vertical, circular, zigzag and wavy lines in messy play and using writing tools.	I add some marks to my drawings and may give them meaning e.g., drawing a person including simple features.
	I can use my hands to.... - hold/grip objects in my hand when placed - pats or bangs objects - grabbing or scratching surfaces within reach	I develop manipulation and control.	I pull along toys using a rope or string.		I make marks on paper or record in my own way.	I make marks on paper or record in my own way that makes it clear I am beginning to communicate through mark-making.
	I enjoy finger and toes rhymes.	I can use hands to... - hold objects in each hand - pats or bangs objects together or against a surface - twist, turn or manipulate objects - drop objects deliberately	I use one-handed tools and equipment with adult supervision to... - pour with containers - press small switches - dig - making snips with scissors - squeeze		I make cuts in paper using scissors with adult support.	I can thread large beads onto a lace, rod or wire.

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<p>Feeding and Drinking Skills</p>	<p>I can explore a range of food using a range of senses.</p> <p>I hold objects or food to my mouth.</p> <p>I open my mouth when prompted to help with feeding and drinking.</p>	<p>I can self-feed using my hands.</p> <p>I place my hand or gesture to adults when they feed me showing intention to feed.</p> <p>I can use cutlery with a built-up handle.</p>	<p>I can bring a loaded spoon to my mouth with a physical prompt from an adult.</p> <p>I can hold a loaded spoon for a few seconds.</p> <p>I can drink from a grip and sip cup with physical support from an adult.</p> <p>I can eat from a scoop bowl on a slip mat.</p>	<p>I can bring a loaded spoon to my mouth.</p> <p>I can eat from a regular plate with a plate guard on and slip mat.</p> <p>I can use angled cutlery with a built-up handle.</p> <p>I can drink from a two-handed beaker with a spout lid.</p> <p>I can eat from a regular plate with a plate guard on a slip mat.</p>	<p>I can load my spoon and bring it to my mouth.</p> <p>I can stab food with a fork.</p> <p>I can drink from an open top two-handed beaker.</p> <p>I can eat from a regular plate on a slip mat.</p> <p>I can use angled cutlery.</p> <p>I can communicate my choice of food from a selection.</p>	<p>I can usually select a suitable utensil for the food I want to eat.</p> <p>I attempt to use cutlery to cut or chop at my food, although I sometimes need support.</p> <p>I can drink from an open top cup, perhaps with physical support from an adult.</p> <p>I can eat from a regular plate placed on the table, with some support and supervision.</p>
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Early Developmental (0-24months) Progression Map

SPECIFIC AREAS						
	Progression Step A	Progression Step B	Progression Step C	Progression Step D	Progression Step E	Progression Step F
<u>Literacy</u>						
<p>The development of language for learners begins with understanding language; receptive language and comprehension, before producing language themselves. Participating in sound experiences and meaningful interactions with adults is an effective way to facilitate language development with face-to-face interactions and allowing opportunities for the learner to tune-in to the adult's and other learner's voices. This foundation of early language is key in supporting the early stages of reading and writing development, which will happen at varying rates for each learner and can be further developed by providing learners with early reading experiences. The development of reading consists of two dimensions: language comprehension and word reading. Language comprehension, necessary for both reading and writing development starts from birth. Development of this happens when adults talk with children about the world around them and through reading books with them, and enjoy rhythm, song and rhyme together. Word reading, which may develop later for some learners, involves both the decoding of written words and the recognition of familiar printed words. For learners in the early developmental stage, they will need to be provided with opportunities to notice, think about and say sounds and words. Mark-making and the early stages of writing involves articulating ideas and structuring them in speech, before seeing a purpose in mark-making and the progression into emergent writing. Physical development of the learner's gross and fine motor skills is key in facilitating their ability to control and coordinate writing tools and writing implements.</p>						
Early Reading Skills	I can respond to multi-sensory stimuli related to a book or story.	I enjoy looking at printed materials with familiar adults such as... - books - magazines - photographs	I handle a range of printed materials with interest such as... - books - magazines - photographs	I follow what is being read by focusing on the text, pictures or sounds	I show interest and enjoyment in songs, rhymes and tuning in.	I follow and adult turning pages and indicating sequences of images from left to right.
	I respond when a new story / book is presented.	I start to show interest in photographs or pictures or words in books, using my preferred form of communication e.g. eye gaze.	I visually engage with stories, language, song and rhyme by showing attention to the stimulus.	I handle books appropriately... - holds the right way up - turn pages (sometimes a few at a time) - handles with care	I choose to look at books alone or as part of a shared interaction with another child or adult.	I read individual letters by saying the sounds.
	I notice and react to sound experiences.	I listen to the noises adults make when they read the story with increasing interest.	I babble and imitate sounds and smile at the sound of familiar adult's voices	I respond to rhythm and rhyme.	I mimic or attempt to repeat words and phrases from familiar songs and rhymes.	I recognise familiar words, signs and symbols.
	I look at pictures and moving objects.	I engage with sounds experiences.	I engage with rhythmic activities.	I respond to pictures or words in books.	I turn the pages in a book, one page at a time.	I show awareness of key events within familiar rhymes and stories.
	I enjoy rhythmic experiences such as... - being rocked or bounced - hearing rhythmic music	I enjoy shared interactions with songs, rhyme and books.	I scan pages of books, studying each picture for detail.	I am beginning to attach meaning to sound experiences.	I mimic simple phonic sounds.	I retell / sequence a story when presented with the resources.
				I follow what is being read by focussing on text, pictures or sound.	I recognise familiar characters and within printed materials.	I say some of the words in songs and rhymes.
				I request the same stories over and over again.	I fill in the missing word in a known rhyme, story or game.	I have favourite books and seek them out.
				I show awareness of print in my environment.	I respond to an adult confirming a key word for something I gesture to, showing I have acknowledged the link between the image and the spoken word.	I show early prediction through anticipation of the next event in a story or an exciting part of the plot, pre-empting the correct noises or signs from a known story.
					I match identical photos, pictures and symbols	I am starting to associate letters of the alphabet in my environment with graphemes I see in other contexts and phonemes I hear.

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Phonological Awareness Skills	I detect sounds in my environment and search for them by turning my head towards them.	I look at people's faces when they speak to me.	I make a sound in return when someone speaks to me.	I make different sounds for how I am feeling.	I smile in response to someone smiling at me.	I have a developing phonological awareness e.g. I count, tap or clap to song and rhyme.
	I show an awareness that a song or rhyme is playing in my environment.	I react to different sounds in my environment.	I enjoy singing, music and making sounds.	I can join in with songs and rhymes, either verbally or with action.	I explore my voice and show enjoyment at making sounds.	I sing songs whilst playing.
	I respond when music is turned on or stopped.	I notice and tune into songs and rhymes when they are played in my environment.	I bounce rhythmically when being sung to or listening to music.	I babble and attempt speech.	I can say some of the words in songs and rhymes.	I show single-channel attention with some increasing flexibility.
	I turn towards sounds and/or people when they speak to me.	I show enjoyment / surprise when objects are revealed e.g. peekaboo.	I can increasingly discriminate between different sounds.	I respond when someone calls my name.	I increasingly copy finger movements and other gestures when joining in with songs and rhymes.	I respond to differing tones, volume and pitch e.g., recognising an adult is happy or sad.
	I can hold my attention for a few moments.	I listen with increased attention to sounds.	I show greater ability to hold my attention for more than a few moments.	I reach out and show interest in musical toys or objects that create sounds.	I can discriminate between different sounds e.g. animal noises and indoor / outdoor sounds.	I copy loud and quiet sounds.
			I respond to sounds in the environment such as cars, sirens and birds.	I clap and stamp to music.	If I am able, I make the key sound of a word.	I identify an object producing a sound out of a group of silent objects.
			I show anticipation for the reveal of objects, actions or sound e.g. peekaboo or action songs.		I demonstrate a learned response to a sound-making resource e.g. pressing the keys on a keyboard or buttons on a toy that make sounds.	

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<p>Early Writing Skills</p>	<p>I make movements with arms and legs that gradually become more controlled.</p>	<p>I engage in sensory experiences of making marks in wet and dry messy play.</p>	<p>I enjoy making marks against a surface to achieve a mark.</p>	<p>I develop small motor skills so that I can use a range of tools competently, safely and confidently. I often need support with this. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>I use a comfortable grip with good control when holding a range of writing tools.</p>	<p>I can copy line patterns such as horizontal, vertical, circular, zigzag and wavy lines in messy play and using writing tools.</p>
	<p>I look steadily at things for short periods.</p>	<p>I enjoy making small and big marks in my play.</p>	<p>I use my whole arm to mark make.</p>	<p>I can hold writing tools using a whole hand grasp, making random marks with different strokes. Writing tools such as... - crayons - chalks - pencils - paintbrushes</p>	<p>I can trace line patterns such as horizontal, vertical, circular, zigzag and wavy lines in messy play and using writing tools.</p>	<p>I can colour in simple pictures attempting to stay within the lines.</p>
	<p>I explore different materials and tools.</p>	<p>I develop manipulation and control.</p>	<p>I enjoy making marks with my fingers or environmental tools e.g. sticks in the mud, fingers in the sand, brushes or chalks outside.</p>	<p>I observe adults writing with interest.</p>	<p>I make marks on paper or record in my own way.</p>	<p>I add some marks to my drawings and may give them meaning e.g., drawing a person including simple features.</p>
	<p>I can use my hands to ... - hold/grip objects in my hand when placed - pats or bangs objects - grabbing or scratching surfaces within reach</p>	<p>I repeat actions that have effect.</p>	<p>I use one-handed tools and equipment with adult supervision to... - pour with containers - press small switches - dig - making snips with scissors</p>		<p>I can thread large beads onto a lace.</p>	<p>I make marks on paper or record in my own way that makes it clear I am beginning to communicate through mark-making.</p>
		<p>I can use hands to... - hold objects and bang them together or against a surface - twist, turn or manipulate objects</p>			<p>I can cut paper purposefully using scissors including cutting along a line</p>	<p>I create and experiment with marks and symbols as well as sometimes creating recognisable shapes e.g. people, trees, sun.</p>
					<p>I know the marks I make are of value.</p>	

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Mathematical Development

Opportunities need to be provided to allow exploration and familiarity of the cardinal value of a number, which refers to the quantity of things it represents, e.g. the numerosity, 'howmanyness', or 'threeness' of three. When learners understand the cardinality of numbers, they know what the numbers mean in terms of knowing how many things they refer to. Learners need progressive experiences where they can compare collections. Comparing numbers involves knowing which numbers are worth more or less than each other. This depends both on understanding cardinal values of numbers and also knowing that the later counting numbers are worth more (because the next number is always one more). This understanding underpins the mental relative value of numbers they may develop later on. Learners need opportunities to see small numbers within a larger collection and should be encouraged to making arrangements with them.

Seeking and exploring patterns is at the heart of mathematics and developing an awareness of pattern helps learners to notice and understand mathematical relationships. Opportunities to observe and explore need to be provided in order for understanding and links to be formed. Mathematically, the areas of shape and space are about developing visualising skills and understanding relationships, such as the effects of movement and combining shapes together, rather than just knowing vocabulary. Spatial skills are important for understanding other areas of maths and learners need some structured experiences to ensure they develop these. Here, the focus is on actively exploring spatial relations and the properties of shapes, in order to develop mathematical thinking (rather than on shape classification, which requires prior knowledge of properties). Learners need opportunities to move both themselves and objects around, so they see things from different perspectives. Learners need to be facilitated to recognise the specific attributes of (for example) length – that a stick is long; adults are tall – through gesture, recognition and by being exposed to the linked vocabulary from the adult's verbal reinforcements.

	Progression Step A	Progression Step B	Progression Step C	Progression Step D	Progression Step E	Progression Step F
Early Number Skills	<p>I anticipate repetitively presented stimuli.</p> <p>I can notice / respond to multi-sensory stimuli related to numbers....</p> <ul style="list-style-type: none"> - taste - smell - touch (reaching out and holding) - visual - auditory - vestibular 	<p>I respond consistently to one stimulus.</p> <p>I can shift my visual attention by looking at one object to another and back again.</p> <p>I show delight in actions that have effect, such as clapping.</p> <p>I repeat actions when first attempt is unsuccessful.</p> <p>I anticipate movement and return of objects that changes quantities.</p>	<p>I respond when a new number or quantity of objects are presented.</p> <p>I can respond to an adult's bid for interactions around number....</p> <ul style="list-style-type: none"> - claps - jumps - steps <p>I can demonstrate familiarity with recently presented stimuli related to number.</p> <p>I modify my action when repeating an action doesn't work.</p> <p>I respond to cause and effect.</p> <p>I am developing an understanding of object permanence.</p>	<p>I react when a new number or quantity of objects are presented.</p> <p>I am developing my awareness of number names through action rhymes, songs or my experiences.</p> <p>I demonstrate repetitive play or exploration with quantity of objects e.g. tapping on the table three times, or placing three objects in a row.</p> <p>I select from two or more items.</p> <p>I demonstrate joint attention.</p> <p>I initiate strategies to achieve a desired result e.g. early problem solving trying a new strategy when one fails.</p>	<p>I am starting to mimic actions in finger rhymes or number songs.</p> <p>I react to changes in amount in a group of up to three items.</p> <p>I demonstrate anticipation when hearing number rhymes or counting, waiting for the next or final number in conversation, stories or songs '1, 2, 3, 4.... 5!'</p> <p>I have opportunity to compare and explore very obviously different groups of more than/less than items</p>	<p>I take part in finger rhymes with numbers, showing interest.</p> <p>I understand the concept of 'one' and makes a group of one.</p> <p>I can make a group of 'lots'.</p> <p>I am starting to understand that numbers identify how many objects are in a set.</p> <p>I am developing counting-like behaviours such as making sounds, pointing or saying some numbers.</p> <p>I am given opportunities to explore numerals in my environment and I take notice of them, especially if they are important numerals to me e.g. my house number or my age.</p> <p>When it is named, I show selection of an object, number or amount through my preferred form of communication e.g. holds up a single finger.</p>

Early Developmental (0-24months) Progression Map

Early Numerical Pattern Skills	<p>I react when a new stimulus is presented, reacting to shapes, size, weights and volumes.</p>	<p>I explore interestingly shaped objects e.g. pegs, wooden spoons, pine cones, balls.</p>	<p>I respond to changes in objects that hide and return such as when props are used for the Two Little Dicky Birds finger rhyme.</p>	<p>I show awareness of increasing and decreasing amounts e.g. more bricks being added to a tower, or objects being eaten by a puppet.</p>	<p>I enjoy stacking, nesting, lining up and organising resources.</p>	<p>I am starting to show recognition of some basic 2D shapes by matching, selection and passing on request.</p>
	<p>I can notice / respond to multi-sensory stimuli related to shapes, space and measures...</p> <ul style="list-style-type: none"> - taste - smell - touch (reaching out and holding) - visual - auditory - vestibular 	<p>I explore containers such as pots, pans, boxes and baskets, putting objects in them and taking them out.</p>	<p>I explore shapes through posting and playing.</p>	<p>I can make lines and towers with blocks.</p>	<p>I am beginning to understand that my special adult (parent or carer) will come back after a period of time.</p>	<p>I can sustain interest in construction activities.</p>
	<p>I explore the world with fingers, feet, mouth and my whole body.</p>	<p>I turn objects, myself and shapes around to explore different visual appearances and perspectives.</p>	<p>I explore and build with resources through stacking, nesting, lining up and organising resources.</p>	<p>I combine two construction items.</p>	<p>I attempt to fit shapes into spaces in inset puzzles and shape sorters.</p>	<p>I sort objects by category: colour, shape, context.</p>
	<p>I reach out for, touch and begin to hold objects.</p>	<p>I can hold an object in each hand and bring them towards the middle e.g., banging objects together.</p>	<p>I can explore capacity by filling and emptying containers</p>	<p>I engage in turn-taking, sometimes with support, as a pattern of behaviour.</p>	<p>I show response to positional language such as "In," "out," "on," "off," "over," "under."</p>	<p>I am beginning to select shapes more appropriately in my play e.g., with building blocks, with construction resources.</p>
	<p>I explore space with my body when I am free to move, roll and stretch.</p>	<p>I explore different shaped and sized objects.</p>	<p>I demonstrate capacity to make a choice between items.</p>	<p>I am beginning to understand the concept of 'now' and 'next'.</p>	<p>I recognise comparisons in sizes, weights etc. using gesture or language</p> <ul style="list-style-type: none"> - Bigger/little/smaller 	<p>I show recognition of units of repeat in simple patterns e.g. the pine cone in an AB pattern of pine cone, shell, pine cone, shell.</p>
			<p>I match identical objects.</p>	<p>I can climb and squeeze into different types of spaces.</p>	<ul style="list-style-type: none"> - High/low, tall, heavy 	<p>I am starting to sort objects into groups I have defined e.g. colour, category, size.</p>
		<p>I can pass toys from one hand to another.</p>	<p>I show interest in pattern in my environment, e.g. with monochrome stripes, polka dots, repeated AB patterns.</p>	<p>I show attention to vocabulary that is provided by adults for my gestures about size e.g. accepting the word 'big' when I use gesture to indicate something is big.</p>	<p>I show recognition of the term 'next' or 'finished' as an indicator of an activity changing or stopping e.g. 'Sensory Story finished'</p>	

Early Developmental (0-24months) Progression Map

Progression Step A Progression Step B Progression Step C Progression Step D Progression Step E Progression Step F

Understanding the World

The early stages of development for areas of learning around early humanities and early science, begins by encouraging learners to explore, show enjoyment and curiosity. Learners need to be provided with open-ended play with materials inside and outdoors. The initial skills that develop in these areas are focussed on the concept of passing time and initial understanding of past and present. Learners start to develop early science skills by learning how to explore, notice and make observations by reacting to the world around them, which is closely linked to the early geographical skills of navigating their personal space and immediate environments.

Understanding the World Skills

<p>I explore the world with fingers, feet and my whole body.</p> <p>I look/gaze at my immediate environment.</p>	<p>I show delight in actions that have effect, such as clapping.</p> <p>I explore materials with different properties.</p>	<p>I repeat actions that have an effect, such as touching, kicking, waving.</p> <p>I interact with my immediate environment by exploring with my senses.</p>	<p>I display behaviours that show I want more control over stimulus as I explore.</p> <p>I explore natural materials, indoors and outside: wet and dry sand, water, soil, leaves and twigs.</p> <p>I recognise familiar environments such as my home and school, noticing features I like.</p>	<p>I show awareness of visuals when they are presented to me e.g. a visual timetable or now and next symbols.</p> <p>I show anticipation of a familiar effect when I handle materials e.g. that water will splash if I splat my hands in a puddle.</p> <p>I have favourite features of my environments at home and at school that I return to and interact with.</p>	<p>I respond to visuals that show that an event has finished.</p> <p>I explore and respond to different natural phenomena in my setting, showing curiosity and fascination.</p> <p>I know there are people at home and at my school/setting that care for me.</p> <p>I show persistence at activities or stimulus for periods of time, actively trying to interact and find out more about objects.</p>
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Early Developmental (0-24months) Progression Map

	Progression Step A	Progression Step B	Progression Step C	Progression Step D	Progression Step E	Progression Step F
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Expressive Arts and Design

The developmental stages of exploring colour, texture and form begins with awareness and recognition of contrasting colours and pattern. With regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials, as well as 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. Learners should all be given opportunity to enjoy and make music. It is the adult's role to stimulate their enjoyment of music through singing and playing musical and singing games which are attuned to the learner. The engagement, realisation and exploration of sound and things that make sounds is where development begins, leading into stages of attention and control of making sounds. Learners need to be provided with a range of different types of singing, sounds and music from diverse cultures. Music and singing can be live as well as pre-recorded. Opportunities should be created to play and perform music as well as chances to explore objects and instruments that make sounds. The early stages of pretend play begins with imitation, behaviours and stimulating creativity and thinking skills. As learners develop emotionally, they begin to apply their knowledge of the world to their actions and imaginative play.

Expressive Arts and Design Skills	I notice colour and patterns, particularly monochrome, contrasting colours and patterns.	I show awareness of moving images and stimuli.	I enjoy singing, music and making sounds.	I explore colour, patterns and textures in the environment and natural world.	I explore my voice and show enjoyment at making sounds.	I am starting to match colours and patterns.
	I detect sounds in my environment and search for them by turning my head towards them.	I react to different sounds in my environment.	I bounce rhythmically when being sung to or listening to music.	I am familiar with colour names.	I am increasingly copy finger movements and other gestures when joining in with songs and rhymes.	I show enjoyment of songs, sometimes joining in with some of the words in songs and rhymes.
	I show an awareness that a song or rhyme is playing in my environment.	I notice and tune into songs and rhymes when they are played in my environment.	I increasingly discriminate between different sounds.	I can join in with songs and rhymes, either verbally or with action.	I explore sounds I discover in my environment e.g. tapping a surface or running a twig along a fence.	I start to show intention to play by pretending with action e.g. lying down to 'sleep' but smiling at an adult to show I am pretending.
	I respond when music is turned on or stopped.			I reach out and show interest in musical toys or objects that create sounds. I clap and stamp to music.	I imitate some behaviours I see, showing recognition of actions e.g. waving in return.	
			I reach out and show interest in musical toys or objects that create sounds. I clap and stamp to music.			

Early Developmental (2 - 3 years) Progression Map

PRIME AREAS						
	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5	Progression Step 6
<u>Communication and Language</u>						
<p>The development of communication underpins all other areas of learning and development. Beginning at early developmental back-and-forth interactions which form the foundations for language and cognitive development. The number and quality of the interactions and/or conversations learners have with adults and peers throughout the day in a language-rich environment is crucial. By facilitating commentary on what learners are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build communication and language effectively. Reading frequently to and with learners, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words or ways of communicating in a range of contexts, will give learners the opportunity to thrive.</p>						
Communication and Language Skills	<p>I watch someone's face as they talk.</p> <p>I understand single words in context.</p> <p>I copy sounds or gestures.</p> <p>I deliberately attract attention of another in order to communicate need.</p> <p>I increasingly demonstrate joint attention.</p> <p>I explore my voice and enjoy making sounds, moving and dancing to music in my own way.</p>	<p>I listen and respond to a simple instruction.</p> <p>I understand simple instructions like "give to nanny" or "stop".</p> <p>I use up to 50 words.</p> <p>I initiate social games.</p> <p>I have developed a consistent way of communicating with those around me.</p> <p>I communicate choice by verbally responding or requesting.</p>	<p>I am beginning to understand who and what in simple questions.</p> <p>I enjoy singing, music and making sounds.</p> <p>I recognise and point to objects if asked about them.</p> <p>I participate in active turn taking with less adult support.</p> <p>I use contextual clues to make predictions e.g. predicting a parachute game when the group is asked to make a large circle.</p>	<p>I use intonation, pitch and can change volume when I talk.</p> <p>I listen to other people's talk with interest.</p> <p>I am beginning to put two or three words together.</p> <p>I make requests for things I like and am motivated by.</p> <p>I use words or sounds to express my wish for an activity to continue or terminate.</p> <p>I use or repeat key words / nouns for familiar images or visuals.</p>	<p>I am beginning to understand 'where' in simple questions.</p> <p>I am starting to say how I feel with words as well as actions.</p> <p>I use pronouns: <i>me, him, she</i>.</p> <p>I increasingly express my pleasure and displeasure verbally.</p> <p>I usually follow one step instructions in a range of familiar contexts.</p>	<p>I start to develop conversation often jumping from topic to topic.</p> <p>I use the speech sounds: <i>p, b, m, w</i>.</p> <p>I am starting to use plurals and prepositions: <i>in, on, under</i>.</p> <p>I use words, tone and expression to express my wish for an activity to continue or terminate.</p> <p>I am using monosyllabic words.</p> <p>I am starting to respond to and demonstrate some understanding of some simple 'who', 'what' or 'where' questions.</p>

Early Developmental (2 - 3 years) Progression Map

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5	Progression Step 6
<p><u>Personal, Social and Emotional Development</u></p> <p>Personal, social and emotional development begins with the earliest of interactions. From awareness there are others around them and initial engagement with environments, to quality interactions with adults and peers, the developmental stages that a learner progresses through takes them on a journey of understanding and engagement. Underpinning personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable learners to understand their own feelings and those of others. Learners 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 are guided in how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other learners they learn how to make good friendships, co-operate and resolve conflicts peaceably.</p>						
<p>Personal, Social and Emotional Development skills</p>	<p>I show preference for certain people and toys in the setting.</p> <p>I tolerate change in my environment e.g., new resources.</p> <p>I am developing my own ways to manage transitions.</p> <p>I increasingly listen to others when they talk in a group.</p>	<p>I am starting to show a desire to do tasks themselves e.g. "me do it"</p> <p>I feel increasingly confident when taken out around the wider school environment and may need adult support to remain calm.</p> <p>I increasingly choose to play alongside particular peers that I feel comfortable with.</p>	<p>I show enjoyment in the company of others.</p> <p>I am learning to use the toilet with help: I know when I am dirty or wet.</p> <p>I show an understanding of rules, with repeated consistent use of direction.</p> <p>I can dress and undress some items of clothing with help from an adult.</p>	<p>I show interest in engaging others in my play.</p> <p>I show more effortful control e.g. waiting for a turn and resisting the impulse to grab at what they want.</p> <p>I can indicate my toileting needs and can usually complete the process independently.</p> <p>I respond to being given a choice as part of my routine e.g. what to eat, what to play with.</p>	<p>When given a choice, I am able to select what I like to play with.</p> <p>I am gaining independence in my toileting: knowing when I need to go and saying so.</p> <p>I increasingly show an understanding of rules, with repeated consistent use of direction.</p> <p>I usually manage transitions, with adult support.</p>	<p>I attempt to engage others in my play.</p> <p>I like to be noticed by my familiar adults and show a desire to explore the setting or resources with them.</p> <p>I start to explore emotions beyond my normal range e.g. feeling relief when the monkey finds his mother in <i>Monkey Puzzle</i>, or being scared by The Gruffalo appearing in front of the mouse.</p> <p>I can remove and put on many items of clothing with less support from adults.</p>

Early Developmental (2 - 3 years) Progression Map

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5	Progression Step 6
<p><u>Physical Development</u></p> <p>Physical development occurs 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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Gross Motor Skills</p>	<p>I can move around the setting without support.</p>	<p>I can clap and stamp to music.</p>	<p>I am starting to use the stairs independently.</p>	<p>I propel and receive a range of resources to another person using my hands or feet, with increasing accuracy and coordination, including...</p> <ul style="list-style-type: none"> - Throwing - Catching - Rolling - Kicking 	<p>I can push myself along on a wheeled toy or attempt to ride tricycles and scooters.</p>	<p>I show an increasing desire to be independent and make choices e.g. between water or milk at snack time.</p>
	<p>I develop my overall body strength, co-ordination, balance and agility to navigate myself around obstacles including stepping, climbing, changing direction and balancing.</p>	<p>I am starting to explore my balance by lifting one leg off the ground.</p> <p>I perform a range of whole-body movements with increasing confidence and coordination...</p> <ul style="list-style-type: none"> - running - jumping - climbing/crawling steps 	<p>I select the appropriate physical skill to navigate and complete a task / activity such as running, crawling, jumping, kicking.</p>		<p>I am showing ability to balance when supported by a bar, piece of furniture or person.</p>	<p>I am demonstrating more balance when travelling up and down stairs.</p>

Early Developmental (2 - 3 years) Progression Map

<p>Fine Motor and Early Emergent Writing Skills</p>	<p>I copy finger movements and gestures to join in with songs and rhymes.</p> <p>I can stack cups and build blocks into a tower.</p>	<p>I enjoy making marks with environmental tools e.g. sticks in the mud, fingers in the sand, brushes or chalks outside.</p> <p>I explore a wide range of writing tools, developing a more consistent way of holding them to make marks.</p>	<p>I enjoy drawing freely.</p> <p>I enjoy starting to kick, throw and catch balls and other sports equipment.</p> <p>I attempt to cut paper purposefully using scissors e.g. attempting to cut along a line with adult support (hand over hand)</p>	<p>I enjoy making small and big marks in my play.</p> <p>I am starting to pull socks onto my feet.</p> <p>I can colour in simple shapes, increasingly becoming more accurate at staying in the lines.</p>	<p>I add some purposeful marks to my drawings and give them meaning.</p> <p>I know where to find mark-making resources in my setting.</p> <p>I demonstrate increasing reliability and control when handling small objects, e.g. holding onto items without dropping them.</p>	<p>I make marks on my pictures to represent my name.</p> <p>I can draw a single line from left to right and zig-zags.</p> <p>I use small motor skills to carry out some tasks with adults supporting me, such as pouring drinks at snack time.</p>
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Early Developmental (2 - 3 years) Progression Map

SPECIFIC AREAS						
	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5	Progression Step 6
<p><u>Literacy</u></p> <p>The development of language for learners begins with understanding language; receptive language and comprehension, before producing language themselves. Participating in sound experiences and meaningful interactions with adults is an effective way to facilitate language development with face-to-face interactions and allowing opportunities for the learner to tune-in to the adult's and other learner's voices. This foundation of early language is key in supporting the early stages of reading and writing development, which will happen at varying rates for each learner and can be further developed by providing learners with early reading experiences. The development of reading consists of two dimensions: language comprehension and word reading. Language comprehension, necessary for both reading and writing development starts from birth. Development of this happens when adults talk with children about the world around them and through reading books with them, and enjoy rhythm, song and rhyme together. Word reading, which may develop later for some learners, involves both the decoding of written words and the recognition of familiar printed words. For learners in the early developmental stage, they will need to be provided with opportunities to notice, think about and say sounds and words. Markmaking and the early stages of writing involves articulating ideas and structuring them in speech, before seeing a purpose in mark-making and the progression into emergent writing. Physical development of the learner's gross and fine motor skills is key in facilitating their ability to control and coordinate writing tools and writing implements.</p>						
<p>Early Reading Skills</p>	<p>I pay attention when a new book is presented.</p> <p>I begin to handle books with more care and I am starting to hold them the correct way up with some support.</p>	<p>I enjoy sharing books with an adult and may request this.</p> <p>I notice print in my environment and actively engage with it.</p>	<p>I have favourite books and seek them out.</p> <p>I respond to pictures or words in books that stimulate emotion e.g. surprise, joy, excitement, curiosity.</p>	<p>I choose to look at books alone, with another child or adult and engage in this with requests, gesture, enjoyment or animated reactions.</p>	<p>I repeat words and some full phrases from familiar songs and rhymes.</p> <p>I state what has occurred in a story by repeating a key word or making a sound effect in response to something exciting (onomatopoeia).</p>	<p>I develop play around favourite stories using props.</p> <p>I anticipate events in stories by stating or communicating what I think is going to happen next, based on prior experiences of familiar stories.</p> <p>I am starting to recognise the first letter of my printed name.</p>

Early Developmental (2 - 3 years) Progression Map

Phonological Awareness Skills	I show interest and enjoyment in songs, rhymes and tuning in.	I clap and stamp to music.	I enjoy singing, music and making sounds.	I increasingly copy finger movements and gestures when joining in with songs and rhymes.	I sing songs whilst playing.	I use the speech sounds: <i>p, b, m, w</i> .
	I copy sounds or gestures.	I listen and respond to a simple instruction.	I enjoy and engage with tuning in activities, such as 'guess the sound' games.	I listen to other people's talk with interest.	I begin to ask 'what' questions about pictures I see in book to gain understanding.	I watch adult's faces when they read stories to me with exaggerated expression.
	I play and engage with sound-emitting toys, exploring the different noises they make.	I start to mimic adults using different tones, volumes and pitch in my play.				

Early Developmental (2 - 3 years) Progression Map

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5	Progression Step 6
<p>Mathematical Development</p> <p>Opportunities need to be provided to allow exploration and familiarity of the cardinal value of a number, which refers to the quantity of things it represents, e.g. the numerosity, 'howmanyness', or 'threeness' of three. When learners understand the cardinality of numbers, they know what the numbers mean in terms of knowing how many things they refer to. Learners need progressive experiences where they can compare collections. Comparing numbers involves knowing which numbers are worth more or less than each other. This depends both on understanding cardinal values of numbers and also knowing that the later counting numbers are worth more (because the next number is always one more). This understanding underpins the mental relative value of numbers they may develop later on. Learners need opportunities to see small numbers within a larger collection and should be encouraged to making arrangements with them.</p> <p>Seeking and exploring patterns is at the heart of mathematics and developing an awareness of pattern helps learners to notice and understand mathematical relationships. Opportunities to observe and explore need to be provided in order for understanding and links to be formed. Mathematically, the areas of shape and space are about developing visualising skills and understanding relationships, such as the effects of movement and combining shapes together, rather than just knowing vocabulary. Spatial skills are important for understanding other areas of maths and learners need some structured experiences to ensure they develop these. Here, the focus is on actively exploring spatial relations and the properties of shapes, in order to develop mathematical thinking (rather than on shape classification, which requires prior knowledge of properties). Learners need opportunities to move both themselves and objects around, so they see things from different perspectives. Learners need to be facilitated to recognise the specific attributes of (for example) length – that a stick is long; adults are tall – through gesture, recognition and by being exposed to the linked vocabulary from the adult's verbal reinforcements.</p>						
<p>Early Number Skills</p>	<p>I consistently react to changes in amount in a group of up to three items.</p> <p>I engage in spontaneous maths in my play e.g. stacking, towering, nesting, hiding objects, revealing objects, lining up and making rhythmic sounds.</p>	<p>I am developing counting-like behaviours such as making sounds, pointing or saying some numbers.</p> <p>I engage in repetitive counting experiences when supported by an adult, starting to show the beginnings of one-to-one correspondence by touching fingers, toes, toys.</p>	<p>I begin to use number names in my play and when repeating phrases from number songs I have heard.</p> <p>I demonstrate awareness of how an amount can be increased e.g. when I build towers I add more blocks to make it taller.</p>	<p>I recognise familiar numerals to me in my environment, pointing them out to others.</p> <p>I engage in repetitive counting experiences when supported by an adult, starting to touch my fingers, toes or toys myself.</p>	<p>I count in everyday contexts, sometimes skipping numbers e.g. 1-2-3-5.</p> <p>I compare amounts saying 'lots', 'more' or 'same'.</p>	<p>I take part in finger rhymes with numbers, showing interest and actively try to represent the correct amount.</p> <p>I am starting to grasp the concept of a total number when counting how many, enjoying the celebratory tones of adults when they confirm the amount I have e.g. "1, 2... 3! You have 3!"</p>

Early Developmental (2 - 3 years) Progression Map

Early Numerical Pattern Skills	<p>I enjoy stacking, nesting, lining up and organising resources.</p> <p>I can give the biggest and smallest shape on request.</p>	<p>I notice patterns and arrange things in patterns.</p> <p>I can notice things that are the 'same'</p>	<p>I build with a range of resources: stacking, lining up, towering.</p> <p>I play with shapes and show an interest in how they fit together.</p>	<p>I compare sizes, weights using gesture and vocabulary: bigger, smaller, high, low, tall, heavy.</p>	<p>I explore 2D and 3D shapes in my play.</p> <p>I can respond to the concept of 'next' when engaging in a sequence of activities in a learning session/day.</p>	<p>Complete inset shape puzzles.</p> <p>I arrange small objects into patterns and use words like 'the same' to show how they repeat.</p>
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Early Developmental (2 - 3 years) Progression Map

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5	Progression Step 6
<p><u>Understanding the World</u></p> <p>The early stages of development for areas of learning around early humanities and early science, begins by encouraging learners to explore, show enjoyment and curiosity. Learners need to be provided with open-ended play with materials inside and outdoors. The initial skills that develop in these areas are focussed on the concept of passing time and initial understanding of past and present. Learners start to develop early science skills by learning how to explore, notice and make observations by reacting to the world around them, which is closely linked to the early geographical skills of navigating their personal space and immediate environments.</p>						
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding the World Skills</p>	<p>I am beginning to understand that my special adult (parent or carer) will come back <i>after</i> Nursery.</p>	<p>I show recognition of the term 'soon' as an indicator of an activity changing or stopping e.g. 'It will <i>soon</i> be tidy up time'.</p>	<p>I am beginning to show understanding that events happen in sequence in the setting e.g. <i>now and next</i>.</p>	<p>I acknowledge that an activity has ended 'did it!' or 'finished'.</p>	<p>I understand an adult's review of activities 'First we played outside, then we went in for snack'</p>	<p>I follow the general routines of the setting (sometimes with support), showing awareness and accepting events such as carpet time, snack time, home time.</p>
		<p>I can recognise the special people in my life.</p>	<p>I explore the natural world with curiosity and ask '<i>what</i>' questions</p>	<p>I show affection/warmness towards the special people in my life.</p>	<p>I notice differences between people e.g. tall adults, curly hair.</p>	<p>I can identify the special people to me in both my home life and my life in school / setting.</p>
				<p>I show preferences for natural objects, returning to items for explore and play e.g. collecting pebbles or splashing in puddles.</p>	<p>I show interest in the seasons and natural phenomena e.g. being excited or curious about frost or hail.</p>	

Early Developmental (2 - 3 years) Progression Map

	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5	Progression Step 6
<p><u>Expressive Arts and Design</u></p> <p>The developmental stages of exploring colour, texture and form begins with awareness and recognition of contrasting colours and pattern. With regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials, as well as 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. Learners should also be given opportunity to enjoy and make music. It is the adult's role to stimulate their enjoyment of music through singing and playing musical and singing games which are attuned to the learner. The engagement, realisation and exploration of sound and things that make sounds is where development begins, leading into stages of attention and control of making sounds. Learners need to be provided with a range of different types of singing, sounds and music from diverse cultures. Music and singing can be live as well as pre-recorded. Opportunities should be created to play and perform music as well as chances to explore objects and instruments that make sounds. The early stages of pretend play begins with imitation, behaviours and stimulating creativity and thinking skills. As learners develop emotionally, they begin to apply their knowledge of the world to their actions and imaginative play.</p>						
Expressive Arts and Design Skills	I notice and match patterns with strong contrasts, colours, tones and textures.	I explore paint, using fingers and other parts of my body as well as brushes and other tools.	I am starting to make marks intentionally.	I express ideas and feelings through making marks and sometimes give a meaning to the marks I make.	I enjoy and take part in simple action songs, such as 'Twinkle, Twinkle Little Star'.	I enjoy exploring colour with a wide range of medium and materials.
	I explore my voice and enjoy making sounds, moving and dancing to music in my own way.	I join in with songs and rhymes, making some sounds.	I make rhythmic and repetitive sounds.	I am familiar with colour names.	I explore sounds I spontaneously discover in my environment e.g. tapping a surface or running a twig along a fence.	I can usually name the primary colours.
	I sometimes mimic adults' actions in my play e.g. pretending to drink a cup of tea.	My pretend play is starting develop with elaboration and objects being used to represent other things (symbolic play).	I start to engage others in my symbolic and pretend play.	I attach 'living behaviours' to toys such as dolls, acting out feelings such as tiredness and hunger.	I start to apply logical sequence to my pretend play e.g. undressing a doll and then giving them a pretend bath.	I am starting to understand the difference between pretend play and real life. I am starting to collect props and items that I need for my pretend play. I move and dance to music.

Pre-school (3 - 4 years) Progression Map

PRIME AREAS

Progression Step 7

Progression Step 8

Progression Step 9

Progression Step 10

Progression Step 11

Progression Step 12

Communication and Language

The development of communication underpins all other areas of learning and development. Beginning at early developmental back-and-forth interactions which form the foundations for language and cognitive development. The number and quality of the interactions and/or conversations learners have with adults and peers throughout the day in a language-rich environment is crucial. By facilitating commentary on what learners are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build communication and language effectively. Reading frequently to and with learners, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words or ways of communicating in a range of contexts, will give learners the opportunity to thrive.

Communication and Language Skills

I pronounce:
- l/r/w/y
- f/th
- s/sh/ch/d/z/j

I use language to share my experiences, thoughts and feelings.

I am starting to respond to instructions involving two-part sequences in a range of familiar contexts.

I am using multi-syllabic words such as 'banana' and 'computer'

I understand simple questions: who, what, where, such as pointing to the right picture in a book if asked 'who's jumping?'

I am starting to talk about people and things that are not present.

I am starting to use a wider vocabulary which includes words and concepts from books and learning.

I can describe a picture using nouns and verbs.

I can respond to questions about familiar events.

I understand 'why' questions like: 'why do you think the caterpillar got so fat?'

I sing a large repertoire of songs.

I am starting to use more complex sentences when I talk using connectives such as 'and' and 'because'.

I am beginning to say some speech sounds: r, j, th, ch and sh.

I use longer sentences of 4-6 words.

I am able to express a point of view and to say what I like or dislike with words.

I copy rhythms or beats vocally.

I can say an adjective and noun together e.g. "big car".

Pre-school (3 - 4 years) Progression Map

	Progression Step 7	Progression Step 8	Progression Step 9	Progression Step 10	Progression Step 11	Progression Step 12
<p><u>Personal, Social and Emotional Development</u></p> <p>Personal, social and emotional development begins with the earliest of interactions. From awareness there are others around them and initial engagement with environments, to quality interactions with adults and peers, the developmental stages that a learner progresses through takes them on a journey of understanding and engagement. Underpinning personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable learners to understand their own feelings and those of others. Learners 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 are guided in how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other learners they learn how to make good friendships, co-operate and resolve conflicts peaceably.</p>						
Personal, Social and Emotional Development Skills	<p>With adult support or modelling, I can play positively with others.</p> <p>I make some choices about what I want to play with, what I want to eat or what colour pens / crayons I want to draw with.</p>	<p>I play with one or more other children in a positive way.</p> <p>I am becoming more outgoing in the context of the setting and with unfamiliar people.</p>	<p>I can play positively with others with little adult support.</p> <p>I am developing a sense of responsibility e.g. fetching the milk for snack time, washing up my own cup, tidying up after an activity.</p>	<p>I am starting to follow rules and show some understanding of why they are important.</p> <p>I show more confidence in new social situations.</p>	<p>I interact calmly with adults and other children most of the time.</p> <p>I talk about feelings of characters in stories by using clues from illustrations, support from adults to understand the story or through pretend play e.g. 'The caterpillar is hungry' or 'The hen is sad.'</p>	<p>I am able to talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>I have a gradual understanding of how others might be feeling.</p> <p>With visual reminders or adult support, I can follow rules and sometimes I remember them without an adult reminding me.</p>

Pre-school (3 - 4 years) Progression Map

	Progression Step 7	Progression Step 8	Progression Step 9	Progression Step 10	Progression Step 11	Progression Step 12
<p><u>Physical Development</u></p> <p>Physical development occurs 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>						
Gross Motor skills	<p>I can use large-muscle movements to wave flags, streamers and paint with large brushes.</p> <p>I go up steps using alternate feet.</p>	<p>I am starting to show ability in holding a pose like a statue, standing on one leg and hopping.</p>	<p>I am starting to make decisions about how to move in a space depending on its length or width e.g. crawl, walk or run across a plank.</p>	<p>I have developing large and small-muscle coordination.</p> <p>I can wave flags and streamers.</p>	<p>I am becoming increasingly independent in getting dressed and undressed e.g. putting on my coat.</p> <p>I show ability to move rhythmically to music.</p>	<p>I demonstrate ability of running, walking, hopping, rolling, crawling, jumping, climbing and skipping.</p>

Pre-school (3 - 4 years) Progression Map

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Fine Motor and Emergent Writing Skills</p>	<p>I can make different pressured movements with tools such as hammering with a mallet, twisting knobs, pressing buttons on toys.</p>	<p>I use small motor skills to carry out some independent tasks such as pouring drinks at snack time.</p>	<p>I enjoy exploring a range of writing tools and mark-making on a variety of materials.</p>	<p>I explore mark-making through tech e.g. on a tablet with my finger or a stylus.</p>	<p>I label my pictures with letters I know such as 'm' for mummy.</p>	<p>I write some letters accurately, especially those in my name.</p>
	<p>I make marks intentionally and with intended purpose.</p>	<p>I can pick up small objects like stones or tiny pieces of chalk to draw with.</p>	<p>I am starting to eat independently with a knife and fork.</p>	<p>I show a preference for a dominant hand.</p>	<p>I use some of my print and letter knowledge to write some of all of my name.</p>	<p>I use my emergent writing skills in pretend play e.g. to 'write' a shopping list.</p>
	<p>I trace circular, vertical and horizontal marks.</p>	<p>I observe that adults use writing for a variety of purposes.</p>	<p>I draw horizontal and vertical lines.</p>	<p>I create letters and marks that resemble letter-like shapes.</p>	<p>I am increasingly independent in pulling up zips and putting shoes on and taking them off.</p>	<p>I draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>
			<p>I choose paper and pencils / pens to mark-make with by myself.</p>	<p>I create closed shapes with continuous lines and I am beginning to use these shapes to represent objects in my mark-making.</p>	<p>I am using a comfortable grip when I hold pens and pencils.</p>	<p>I use scissors, eat with cutlery, use small and large brushes for painting.</p>
			<p>I use mark-making or writing in my play.</p>	<p>Explore and play with clay and playdough to make child-led creations.</p>	<p>I explore different ways to use paint and a range of media according to their interests and ideas</p>	<p>I draw circular marks in a clockwise motion.</p>
					<p>I put marks/symbols alongside pictures I draw to indicate words I would like to write.</p>	<p>I am increasingly using a tripod grip when I draw or write.</p>

Pre-school (3 - 4 years) Progression Map

SPECIFIC AREAS

Progression Step 7

Progression Step 8

Progression Step 9

Progression Step 10

Progression Step 11

Progression Step 12

Literacy

The development of language for learners begins with understanding language; receptive language and comprehension, before producing language themselves. Participating in sound experiences and meaningful interactions with adults is an effective way to facilitate language development with face-to-face interactions and allowing opportunities for the learner to tune-in to the adult's and other learner's voices. This foundation of early language is key in supporting the early stages of reading and writing development, which will happen at varying rates for each learner and can be further developed by providing learners with early reading experiences. The development of reading consists of two dimensions: language comprehension and word reading. Language comprehension, necessary for both reading and writing development starts from birth. Development of this happens when adults talk with children about the world around them and through reading books with them, and enjoy rhythm, song and rhyme together. Word reading, which may develop later for some learners, involves both the decoding of written words and the recognition of familiar printed words. For learners in the early developmental stage, they will need to be provided with opportunities to notice, think about and say sounds and words. Mark-making and the early stages of writing involves articulating ideas and structuring them in speech, before seeing a purpose in mark-making and the progression into emergent writing. Physical development of the learner's gross and fine motor skills is key in facilitating their ability to control and coordinate writing tools and writing implements.

Reading Comprehension Skills

I select books to share with others and notice books I am familiar with.

I show awareness of key events within familiar stories.

I identify characters and actions within printed materials.

I can 'read the story back' by pointing at favourite parts or pictures, sometimes in sequence.

I recognise the printed first letter of my name.

I am beginning to develop complex stories in my imaginative play using small world equipment like animal sets, dolls and dolls houses.

I am enjoying listening to longer stories and can remember increasingly more of what happens.

I am interested to explore books and the parts of them e.g. cover, page numbers, pictures, text.

I am starting to predict what happens next with help from adult's prompts.

I make comments and statements about books.

I show recognition of the parts of a story that are either humorous or sad with the help of adult's use of exaggerated facial expressions, body language and use of voices.

I can find my favourite part of a story, page in a book or picture.

I recognise a book's language and story markers e.g. 'once upon a time' and 'one day'.

I can engage in extended conversations about stories.

I know many rhymes and can talk about familiar books and be able to tell a long story.

I know there are different parts to books e.g. a cover.

Pre-school (3 - 4 years) Progression Map

Phonological Awareness Skills	<p>I repeat words and phrases from familiar stories.</p>	<p>I can notice some print such as a door number or familiar logo.</p>	<p>I am starting to understand that print has meaning and may have different purpose.</p>	<p>I know that books have parts such as a front cover, a title, pictures and words.</p>	<p>I can count or clap syllables in a word.</p>	<p>I can recognise words with the same initial sound e.g. money and Mummy</p>
	<p>I sing refrains from known songs with rhythm and rhyme.</p>	<p>I point out print in the environment and talk about what it is, what I think it means or where I have seen it before.</p>	<p>I have a developing phonological awareness e.g. I count, tap or clap in time to songs and rhymes.</p>	<p>I can turn the pages of a book in right direction, one at a time.</p>	<p>I can spot and suggest rhymes.</p>	<p>I understand that English text is read from left to right.</p>
	<p>I ask 'what' and 'why' questions about books to gain understanding.</p>	<p>I mimic adult's voice expression and facial expression when repeating phrases from stories that are read to me e.g. mimicking a surprised face and expression when repeating 'Oh help! Oh no! It's a Gruffalo!'.</p>	<p>I am excited when I am present with new books or an enticing new book area.</p>	<p>I recognise familiar book characters from one story to another.</p>	<p>I recognise my printed name with the support of a visual aid.</p>	<p>I can fill in missing words in well-known spoken rhymes e.g. "Run, run, as fast as you ____, you can't catch me I'm the gingerbread __!"</p>
	<p>I listen to simple stories and understand what is happening with the help of pictures.</p>			<p>I am becoming familiar with the Little Wandle visuals in the environment.</p>	<p>I can handle a book with care.</p>	<p>I say some Set 1 sounds when I am shown the grapheme.</p>
					<p>I show interest in sounds and I am beginning to tune in to segmenting (segmenting).</p>	<p>I am beginning to orally blend with some Set 1 sounds.</p>

Pre-school (3 - 4 years) Progression Map

	Progression Step 7	Progression Step 8	Progression Step 9	Progression Step 10	Progression Step 11	Progression Step 12
<p><u>Mathematical Development</u></p> <p>Opportunities need to be provided to allow exploration and familiarity of the cardinal value of a number, which refers to the quantity of things it represents, e.g. the numerosity, 'howmany-ness', or 'threeness' of three. When learners understand the cardinality of numbers, they know what the numbers mean in terms of knowing how many things they refer to. Learners need progressive experiences where they can compare collections. Comparing numbers involves knowing which numbers are worth more or less than each other. This depends both on understanding cardinal values of numbers and also knowing that the later counting numbers are worth more (because the next number is always one more). This understanding underpins the mental relative value of numbers they may develop later on. Learners need opportunities to see small numbers within a larger collection and should be encouraged to making arrangements with them.</p> <p>Seeking and exploring patterns is at the heart of mathematics and developing an awareness of pattern helps learners to notice and understand mathematical relationships. Opportunities to observe and explore need to be provided in order for understanding and links to be formed. Mathematically, the areas of shape and space are about developing visualising skills and understanding relationships, such as the effects of movement and combining shapes together, rather than just knowing vocabulary. Spatial skills are important for understanding other areas of maths and learners need some structured experiences to ensure they develop these. Here, the focus is on actively exploring spatial relations and the properties of shapes, in order to develop mathematical thinking (rather than on shape classification, which requires prior knowledge of properties). Learners need opportunities to move both themselves and objects around, so they see things from different perspectives. Learners need to be facilitated to recognise the specific attributes of (for example) length – that a stick is long; adults are tall – through gesture, recognition and by being exposed to the linked vocabulary from the adult's verbal reinforcements.</p>						
Number Skills	<p>I use number names in order in songs and rhymes with increasing accuracy of order e.g. rocket launch countdowns.</p> <p>I respond to words like 'lots' or 'more'.</p> <p>I am developing recognition of up to three objects – subitising.</p>	<p>I recite number names in sequence past 5.</p> <p>I say one number for each item in order.</p> <p>I am able to recite numbers past 5.</p>	<p>I am beginning to solve real world maths problems with numbers up to 5.</p> <p>I am developing fast recognition of up to three objects – subitising.</p> <p>I know the last number reached when counting a small set of objects e.g. '1-2-3... 3 apples'</p>	<p>I select a small number of objects from a larger group: 1 or 3 from a larger group.</p> <p>I am beginning to show I use one-to-one correspondence when counting.</p> <p>I am increasingly starting to recognise when there are collections of equal amounts.</p>	<p>I can represent numbers to 5 with my fingers.</p> <p>I know that a group of things changes in quantity when something is added or taken away.</p> <p>I experiment with my own marks and symbols as well as numerals.</p> <p>I can show the right number of objects to match the numeral up to 5.</p>	<p>I can link numerals and amounts up to 5.</p> <p>I solve real world mathematical problems with numbers up to 5.</p> <p>I count objects, actions and sounds, sometimes with adult support.</p> <p>I have a secure understanding of the composition of numbers 1-5</p>

Pre-school (3 - 4 years) Progression Map

Numerical Pattern Skills

I say what is different and what is the same about collections.

I am beginning to understand that things might happen 'now' or at another times, in routines.

I explore and show curiosity about shapes, using transient objects to represent other things in my small world and construction play.

I talk about and explore 2D and 3D shapes.

I begin to categorise objects according to properties e.g. shape or colour.

I use the language 'more' and 'fewer' 'lots' 'less' to compare quantities.

I anticipate the times of the day such as home time or lunchtime.

I show an interest in shapes in the environment.

I complete age-appropriate puzzles.

I talk about 2D and 3D shapes using language such as: *sides, corners, flat, straight, round.*

I understand position through words alone. And can describe a familiar route.

I begin to use language of time to become more familiar with the days of the week.

I notice and arrange things into patterns.

I select shapes appropriately for my play e.g. building.

I explore how things look from different viewpoints.

I compare objects by size, length, weight and capacity.

I can tell someone which month my birthday is in.

I talk about and identify patterns around me.

I use spatial words in play and to describe positions or routes: *in, on, under, up, down, besides, between, in front of, behind.*

I extend ABAB patterns.

I combine shapes to make a new one.

I compare quantities using the language of 'more than' and 'fewer than'

I show understanding when another sequences real or fictional events, using words such as 'first', 'then'.

I am beginning to recall days of the week and season names.

Pre-school (3 - 4 years) Progression Map

Progression Step 7

Progression Step 8

Progression Step 9

Progression Step 10

Progression Step 11

Progression Step 12

Understanding the World

The early stages of development for areas of learning around early humanities and early science, begins by encouraging learners to explore, show enjoyment and curiosity. Learners need to be provided with open-ended play with materials inside and outdoors. The initial skills that develop in these areas are focussed on the concept of passing time and initial understanding of past and present. Learners start to develop early science skills by learning how to explore, notice and make observations by reacting to the world around them, which is closely linked to the early geographical skills of navigating their personal space and immediate environments.

Understanding the World Skills

<p>I explore how things work such as mechanical equipment, wind-up toys, cogs, pegs and boards.</p> <p>I notice there are differences between people and start to ask questions or show curiosity about the differences.</p> <p>I observe the changing seasons when exploring and playing outdoors.</p>	<p>use my senses to hands-on explore natural materials with similar or different properties and talk about what I see and feel.</p> <p>I explore, respond with observation statements and ask 'what' questions about different natural phenomena such as hearing the rain, seeing frosty cobwebs, splashing in puddles, looking for worms/minibeasts, seeing spring flowers bloom, finding shells in the sand.</p> <p>I make connections between the features of my family and other families.</p>	<p>I increasingly follow the routines of the setting and anticipate the event that happens next.</p> <p>I show interest in different occupations.</p> <p>I explore and talk about different forces I can feel – pushes and pulls, stretchy elastic, snapping of twigs and magnetic attraction and repulsion.</p> <p>I am beginning to correctly name the key parts of my body.</p>	<p>I show respect and care for growing plants.</p> <p>I talk about the differences between materials and changes I notice such as melting, sinking and floating and investigating shadows.</p> <p>I demonstrate awareness that my peers are all part of my class or belong to the setting group e.g. identifying who is absent from the class when registering or checking everyone in the small group I work in is present.</p> <p>I am increasingly showing independence in managing my own hygiene and personal needs.</p> <p>I understand the concept of <i>now and next</i>.</p>	<p>I know how to plant a seed and what I need for it to grow.</p> <p>I make observations and comments about the changing seasons when exploring and playing in the outdoors.</p> <p>I am beginning to understand what an adult means when they talk about yesterday, last week, last year.</p> <p>I am continuing to develop a positive attitude about the differences between people.</p> <p>I observe, notice and share in the features of celebrations in the setting.</p> <p>I join in discussions about the importance of healthy food choices.</p>	<p>I am beginning to understand the key features of a life cycle of a plant and animal.</p> <p>I am starting to engage in non-fiction books.</p> <p>I begin to make sense of my own life-story and family.</p> <p>I know that there are different countries in the world.</p> <p>I refer to the correct parts of my body through songs such as Heads, Shoulders, Knees and Toes.</p> <p>I follow the visual prompts that indicate sequences of events in the setting, knowing when activities from <i>before</i> have <i>finished</i> and anticipating what is going to happen <i>next</i> or <i>afterwards</i> with tolerance.</p>
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Pre-school (3 - 4 years) Progression Map

	Progression Step 7	Progression Step 8	Progression Step 9	Progression Step 10	Progression Step 11	Progression Step 12
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Expressive Arts and Design

The developmental stages of exploring colour, texture and form begins with awareness and recognition of contrasting colours and pattern. With regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials, as well as 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. Learners should all be given opportunity to enjoy and make music. It is the adult's role to stimulate their enjoyment of music through singing and playing musical and singing games which are attuned to the learner. The engagement, realisation and exploration of sound and things that make sounds is where development begins, leading into stages of attention and control of making sounds. Learners need to be provided with a range of different types of singing, sounds and music from diverse cultures. Music and singing can be live as well as pre-recorded. Opportunities should be created to play and perform music as well as chances to explore objects and instruments that make sounds. The early stages of pretend play begins with imitation, behaviours and stimulating creativity and thinking skills. As learners develop emotionally, they begin to apply their knowledge of the world to their actions and imaginative play.

Expressive Arts and Design Skills	Progression Step 7	Progression Step 8	Progression Step 9	Progression Step 10	Progression Step 11	Progression Step 12
	<p>I know the primary colour names and identify them.</p> <p>I respond when music is played, with dance, movement or expression.</p> <p>I explore and experiment with instruments in an untuned way.</p> <p>I am starting to use social skills to engage others in my pretend play, playing a specific role and inviting others to do so.</p>	<p>I know a wider range of colour names.</p> <p>I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses.</p> <p>I move and dance to music with increasing rhythm.</p>	<p>I explore different materials freely, developing my ideas about how to use them and what to make.</p> <p>I remember and sing entire songs.</p> <p>I make imaginative and complex 'small worlds' with blocks and construction kits, such as a city and with buildings and a park.</p>	<p>I explore colour and colour mixing.</p> <p>I create closed shapes with continuous lines and I am beginning to use these shapes to represent objects in my mark-making.</p> <p>I sing the pitch of a tone sung by another person 'pitch match'.</p> <p>I listen with increased attention to sounds.</p>	<p>I draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>I make decisions about which materials to use and create with to express my ideas.</p> <p>I seek items/everyday objects around the setting and explore with the sounds they make.</p> <p>I sing the melodic shape of familiar songs (moving melody, such as up and down, down and up).</p> <p>I start to build storylines into my pretend play.</p>	<p>I show different emotions in my drawings and paintings – happiness, sadness, fear etc.</p> <p>I join different materials and explore different textures.</p> <p>I play instruments with increasing control to express my feelings and ideas.</p> <p>I create my own songs or improvise a song around one I know.</p> <p>I respond to what I have heard, expressing my thoughts and feelings.</p> <p>I have experienced live musicians and seen artists at work.</p>

Reception (4 - 5 years) Progression Map

	Progression Step 13	Progression Step 14	Progression Step 15	Progression Step 16	Progression Step 17	ELG
<p>Personal, social and emotional development begins with the earliest of interactions. From awareness there are others around them and initial engagement with environments, to quality interactions with adults and peers, the developmental stages that a learner progresses through takes them on a journey of understanding and engagement. Underpinning personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable learners to understand their own feelings and those of others. Learners 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 are guided in how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other learners they learn how to make good friendships, co-operate and resolve conflicts peaceably. As learners progress towards KS1, conversation, storytelling and role play is where they will share their ideas with support and modelling from adults. Sensitive questioning invites them to elaborate and learners become more adept at using a rich range of vocabulary and language structures.</p>						
Personal, Social and Emotional Development Skills	I can express my feelings, likes and dislikes.	I am starting to build respectful relationships with staff and other children in school.	I notice and consider the feelings of others.	I can take turns and wait politely.	I think about how others feel and their point of view, cooperating with friends.	I show pride when I achieve and celebrate others when they are successful.
	I am becoming increasingly independent in managing my own hygiene: washing and drying my hands, using the toilet, brushing my teeth.	I usually remember rules without an adult needing to remind me.	With support, I can recognise when my behaviour has not been good or when I have not followed the rules.	I follow instructions, even though I sometimes need support to do so.	If I need to calm down, I can do so with support and space before returning to an activity.	I show an understanding of my own feelings and show a sensitivity to the feelings of others, beginning to regulate my behaviour accordingly.
	I can express how I am special and what is special about others in my class.	I make healthy choices about eating, physical activity and toothbrushing.	I show confidence to try new forms of physical play and activities.	I help to tidy up after activities.	I can moderate my social and emotional behaviour suitably in situations such as assembly, carpet time, playtime.	I give focussed attention to what my teacher says and show ability to follow instructions that involve several ideas or actions. I am able to wait for what I want and control my impulses.
	I play and work well with others.	I know who my special people are and I can say why they are special to me.	I am starting to understand the importance of good oral health.	I know it's ok to make mistakes and reflect on my work, feeling proud or trialling another way.	I can manage my own hygiene independently and my basic needs e.g. dressing, toileting and understanding the importance of healthy food choices.	I show confidence to try new activities, resilience and perseverance in the face of challenge e.g. when my routine suddenly changes or I am faced with conflict.
	I show that I am listening to an adult and I know what can help me to follow instructions.	I can explain who is in my family and how we care for each other.	I am starting to be able to resolve friendship issues with others, with support, and respond when I am treated unkindly.	I show ability to give focussed attention to what my teacher says and asks.	I am able to explain the importance of good oral health.	I can explain the reasons for rules, know right from wrong and try to behave accordingly. I work and play cooperatively with others.
	I am learning to take care of myself, I know how I can look after my body and keep it clean.	I can explain what a good friend is, how to make new friends and how to be a good friend.	I think about others' feelings and how my actions affect others.	I recognise and talk about my feelings and recognise emotions in others, as well as what might cause them.	I can say 'No' if I feel unsafe or unsure about something. I can ask for help and I can tell people who care for me if I feel unsafe, worried or upset, using the clues my body gives me. I know who the people are that help to keep me safe.	I can talk about my health and wellbeing e.g. having regular exercise, healthy eating, toothbrushing, good sleep routines, sensible amounts of screen time, being a safe pedestrian.
	I know who the trusted people are who look after me.	I help our classroom to feel safe and happy.	I welcome new people into our class.	I can manage when things change, although I might need support.	I demonstrate that I understand simple safety rules in a variety of environments such as home, school and in the community.	I am able to talk about my learning and what I would like to learn next.
		I respect the needs of others.		I have some strategies to help myself and others feel better and when things are difficult for me.		

Reception (4 - 5 years) Progression Map

PRIME AREAS						
	Progression Step 13	Progression Step 14	Progression Step 15	Progression Step 16	Progression Step 17	ELG
<u>Communication and Language</u>						
The development of communication underpins all other areas of learning and development. Beginning at early developmental back-and-forth interactions which form the foundations for language and cognitive development. The number and quality of the interactions and/or conversations learners have with adults and peers throughout the day in a language-rich environment is crucial. By facilitating commentary on what learners are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build communication and language effectively. Reading frequently to and with learners, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words or ways of communicating in a range of contexts, will give learners the opportunity to thrive.						
Communication and Language Skills	<p>I am understanding how to listen carefully and wait for my turn in conversation.</p> <p>I am learning new vocabulary through links I make with visual and concrete resources.</p> <p>I show that I am listening to an adult.</p>	<p>I use new vocabulary through the day and I enjoy learning and using these new words.</p> <p>I engage in story times.</p> <p>I talk in more complex sentences using connectives in play and structured situations.</p>	<p>I ask questions to find out more.</p> <p>I check I have understood with my words.</p> <p>I use social phrases such as "Good morning!"</p> <p>I can describe using adjectives.</p> <p>I can retell a simple past event in the correct order using visual supports.</p>	<p>I use spoken connectives to connect my ideas.</p> <p>I describe events in some detail and to explain.</p> <p>I sing songs and rhymes that I know.</p> <p>I use talk to help work out problems and organise thinking about how things work and why they might happen.</p> <p>I listen to and talk about stories I know.</p>	<p>I hold back and forth conversations when I am engaged.</p> <p>I initiate conversation, pay attention and take account of what others say.</p> <p>I use talk to predict what might happen next.</p> <p>When modelled, I am able to use some past, present and future tenses in my speech.</p> <p>I use new vocabulary in different contexts.</p> <p>I recognise and communicate the letters of the alphabet.</p>	<p>I listen attentively and respond to what I hear with relevant questions, comments and actions.</p> <p>I articulate ideas in full sentences and include the use of past, present and future tenses with modelling and support from adults.</p> <p>I offer spoken explanations for why things happen and to why questions.</p> <p>I retell stories that I know well, using some of my own words and some phrases from the text.</p> <p>I am developing a deep familiarity with and use new vocabulary I have heard in non-fiction texts.</p>

Reception (4 - 5 years) Progression Map

	Progression Step 13	Progression Step 14	Progression Step 15	Progression Step 16	Progression Step 17	ELG
Physical Development						
Physical development occurs 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. As learners develop these skills, they become more confident in being able to explain how they thought about problems and dealt with them. These skills support learners as they progress through school to achieve and manage their learning journey.						
Physical Development Skills	I am developing my fine motor skills and show control when pouring, stirring, threading, constructing, dressing and undressing.	I can line up or queue with my class being mindful of other's personal space.	I use my core muscle strength to gain a good posture when sitting at a table or on the floor.	I move energetically e.g. running, dancing, hopping, skipping and climbing.	I can negotiate space and obstacles safely with consideration for myself and others, showing control.	I am starting to develop my ball skills and show some ability and increasing confidence to throw, catch, kick, pass, bat and aim.
	I know what my body looks like, how my body has changed as it has grown, what my body can do and the similarities and differences between our bodies.	I am beginning to understand why people use medicines and the safety rules relating to medicines and who helps me with these.	I combine different movements with ease e.g. in PE when running, stopping, changing direction, crawling, climbing.	I use scissors, paint brushes and cutlery with some confidence.	I am beginning to show accuracy and care when I draw.	I show strength, balance and coordination when I am playing.
	I am learning to look after my body and keep it clean, how I take care of myself and how to ask for help with what I need support with.	I am beginning to understand what can be put into my body and who puts it there.	I understand what things I can do when I feel good and healthy and what I can't do when I am feeling unwell or not so healthy.	I am increasingly finding a comfortable writing grip.	I start most letters in the correct place to form them effectively.	I hold my pencil effectively for writing.
		I can explain why food, drink, rest and sleep are good for us.	I can explain how I can make healthier choices about food.	I am starting to form more appropriately sized letters in most of my writing.	I use the tripod grip to write.	I write appropriately sized letters in most of my writing for the space I have been given.

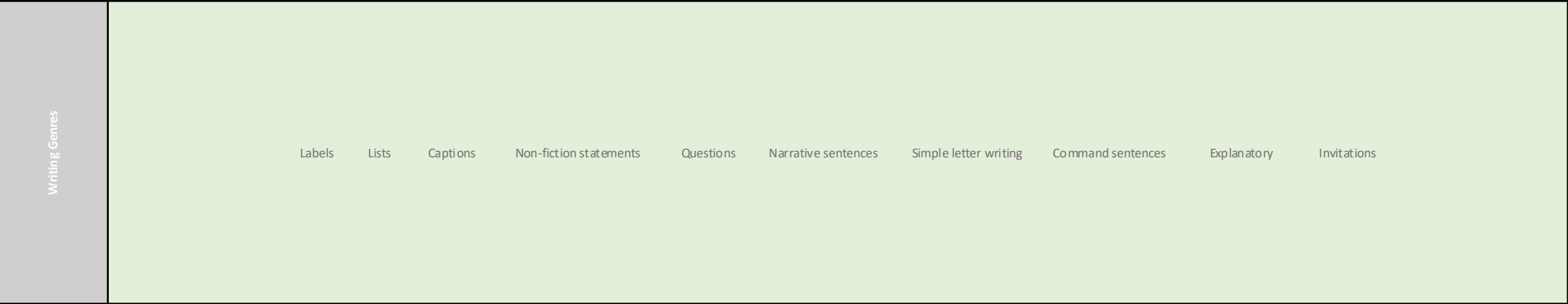
Reception (4 - 5 years) Progression Map

SPECIFIC AREAS						
	Progression Step 13	Progression Step 14	Progression Step 15	Progression Step 16	Progression Step 17	ELG
<u>Literacy</u>						
<p>The development of language for learners begins with understanding language; receptive language and comprehension, before producing language themselves. Participating in sound experiences and meaningful interactions with adults is an effective way to facilitate language development with face-to-face interactions and allowing opportunities for the learner to tune-in to the adult's and other learner's voices. This foundation of early language is key in supporting the early stages of reading and writing development, which will happen at varying rates for each learner and can be further developed by providing learners with early reading experiences. The development of reading consists of two dimensions: language comprehension and word reading. Language comprehension, necessary for both reading and writing development starts from birth. Development of this happens when adults talk with children about the world around them and through reading books with them, and enjoy rhythm, song and rhyme together. Word reading, which may develop later for some learners, involves both the decoding of written words and the recognition of familiar printed words. For learners in the early developmental stage, they will need to be provided with opportunities to notice, think about and say sounds and words. Mark-making and the early stages of writing involves articulating ideas and structuring them in speech, before seeing a purpose in mark-making and the progression into emergent writing. Physical development of the learner's gross and fine motor skills is key in facilitating their ability to control and coordinate writing tools and writing implements. As we prepare learners for KS1, adults teach transcription and composition so that they learn how to transfer their ideas into speech and writing.</p>						
Comprehension Skills Reading	<p>I enjoy hearing and being exposed to new vocabulary I am introduced to.</p>	<p>I demonstrate enjoyment of anticipation moments in stories.</p> <p>I develop storylines in my pretend play.</p>	<p>I am beginning to use recently introduced vocabulary during discussions and in role play.</p> <p>I can retell a simple past event in the correct order using visual supports.</p>	<p>I begin to anticipate key events in stories.</p> <p>I ask questions about books, make comments and share my ideas about texts.</p>	<p>I use and show an understanding of some recently introduced vocabulary from stories and non-fiction, rhymes and poems during discussions and in play.</p> <p>I anticipate key events in stories.</p> <p>I invent, adapt and recount narratives and stories with peers and my teacher.</p>	<p>I demonstrate an understanding of what has been read to me.</p> <p>I can retell stories in my own words and using some recently introduced vocabulary.</p> <p>In my writing, I read what I have written and check it makes sense.</p>

Reception (4 - 5 years) Progression Map

<p style="text-align: center;">Word Reading and Phonics Skills Little Wandle Progress Expectations</p>	<p>I have a developing phonological awareness.</p>	<p>I can read individual letters by saying the sounds for them.</p>	<p>I can orally blend words made up of known letter-sound correspondences.</p>	<p>I can blend printed words made up of known letter-sound correspondences.</p>	<p>I can recognise and say the one sound for some digraphs.</p>	<p>I can read some Red Words.</p>
	<p>I can recognise words with the same sound.</p>	<p>I can orally blend CVC sounds into words.</p>	<p>I know a range of well-known stories and can refer to them and make links in my learning.</p>	<p>I know the name of some well-known authors and the books they write.</p>	<p>I can recognise well-known stories when they are amongst others in a library, collection or on a bookshelf.</p>	<p>I can recognise and say a sound for each letter of the alphabet and at least 10 digraphs.</p>
	<p>I can recognise my printed name amongst others.</p>	<p>I understand that books have an author, page numbers, covers, characters.</p>				<p>I have an improving level of fluency when reading sentences made up of CVC, CVCC and Red Words.</p>
	<p>I read single-letter set 1 sounds</p>	<p>I read all Set 1 Sounds and blend sounds into words orally</p>	<p>I blend sounds to read words, read short Ditty stories</p>	<p>I read Red Storybooks</p>	<p>I read Green Storybooks, read some Set 2 sounds</p>	<p>I read Green or Purple Storybooks</p>

Reception (4 - 5 years) Progression Map



Reception (4 - 5 years) Progression Map

Writing Skills

I write letters that represent initial sounds in words	I write my name correctly.	I write words that usually consist of letters that represent the initial, middle and end sound.	I increasingly attempt to write more words with the range of phonetic knowledge I have.	I can spell words phonetically and attempt to write them.	I write short sentences with words with known sound-letter correspondence.
I write some or all of my name.	I use my letter knowledge in my child-initiated writing.	I am starting to write simple captions.	I am able to form letters using clockwise and anti-clockwise motions.	I can form most lower-case letters correctly.	I use a capital letter and a full stop
I write some letters accurately.	I write words by writing letters that represent the initial sounds and some other sounds I hear when I segment the words.	I am increasingly thinking of my own words to write with independence during child-initiated play.	I can say words and captions I want to write independently during child-initiated play.	I am starting to say and hold some of the sentence I want to write.	I form recognisable lower case and capital letters, most of which are correctly formed.
I use a comfortable grip with good control when holding writing tools with my dominant hand.	I write simple labels.	I can carry objects up and down on different levels (slopes, hills and steps).	I have well-developed small motor skills which I use to safely, confidently and competently use a range of tools such as scissors, pens and pencils, cutlery and paintbrushes.	I am developing a basic handwriting style which is becoming more accurate and efficient.	I use a tripod grip for writing.
I apply firm pressure to the page when I make a mark.	I make snips in paper with some coordination.			I show core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	I think of my own words to write in my sentences.
I can move and rotate my lower arms and wrists independently.	I make clockwise and anti-clockwise motions to attempt the formation of letters.				I am starting to hold the full sentence I want to write.
					I re-read what I have written. I know if it makes sense.
					Others can read my writing.

Reception (4 - 5 years) Progression Map

	Progression Step 13	Progression Step 14	Progression Step 15	Progression Step 16	Progression Step 17	ELG
<p>Opportunities need to be provided to allow exploration and familiarity of the cardinal value of a number, which refers to the quantity of things it represents, e.g. the numerosity, 'howmanyness', or 'threeness' of three. When learners understand the cardinality of numbers, they know what the numbers mean in terms of knowing how many things they refer to. Learners need progressive experiences where they can compare collections. Comparing numbers involves knowing which numbers are worth more or less than each other. This depends both on understanding cardinal values of numbers and also knowing that the later counting numbers are worth more (because the next number is always one more). This understanding underpins the mental relative value of numbers they may develop later on. Learners need opportunities to see small numbers within a larger collection and should be encouraged to making arrangements with them.</p> <p>Seeking and exploring patterns is at the heart of mathematics and developing an awareness of pattern helps learners to notice and understand mathematical relationships. Opportunities to observe and explore need to be provided in order for understanding and links to be formed. Mathematically, the areas of shape and space are about developing visualising skills and understanding relationships, such as the effects of movement and combining shapes together, rather than just knowing vocabulary. Spatial skills are important for understanding other areas of maths and learners need some structured experiences to ensure they develop these. Here, the focus is on actively exploring spatial relations and the properties of shapes, in order to develop mathematical thinking (rather than on shape classification, which requires prior knowledge of properties). Learners need opportunities to move both themselves and objects around, so they see things from different perspectives. Learners need to be facilitated to recognise the specific attributes of (for example) length – that a stick is long; adults are tall – through gesture, recognition and by being exposed to the linked vocabulary from the adult's verbal reinforcements.</p>						
Number Skills	I count objects, actions and sounds.	I compare numbers using the vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'.	I count forwards and backwards beyond 20, recognising patterns of the counting system.	I explore making my own marks to which I ascribe mathematical meanings.	I automatically recall number bonds to 10.	I have a deep understanding of number to 10, including the composition of each number.
	I use one-to-one correspondence.	I compare collections of equal amounts using language such as 'same'.	I estimate how many objects I see and check by counting.	I understand the 'one more than/one less than' relationship of consecutive numbers.	I explore how quantities can be distributed equally (within 10).	I subitise up to 5, or beyond.
	I know the last number counted gives the total so far.	I am starting to subitise with quantities to 5.	I continue to explore the composition of numbers to 1,2,3,4, and 5.	I begin to use units to compare things, recognising the relationship between size and number.	I can confidently sing a range of simple number rhymes, reducing or adding the representative amounts with objects or fingers.	I automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
	I count forwards and backwards 1-10.	I can show finger numbers up to 10.	I know that a number does not change if things are rearranged, beginning to subitise.	I see a purpose in counting to check amounts.		I verbally count beyond 20.
	I explore the composition of numbers 1-10	I recognise numerals 0-5, then 0-10.	I know that a number does not change if things are rearranged, beginning to subitise.	I continue to explore the composition of numbers to 6, 7, 8, 9 and 10.		I begin to explore and work out mathematical problems including + and -
	I show understanding of numbers up to 10.	I count beyond 10.				I use my own ideas to make models, solve problems and visualise what I will build.
	I participate in singing simple number rhymes, beginning to represent the amounts with objects or finger actions.	I link the number symbol (numeral) with its cardinal number value.				

Reception (4 - 5 years) Progression Map

Numerical Pattern Skills	<p>I extend and create ABAB patterns and I notice and correct an error in a repeating pattern.</p> <p>I compare two items by size and find out which is bigger/smaller.</p>	<p>I can notice and correct an error in an ABAB pattern and identify the unit which repeats in the pattern.</p> <p>I recall the days of the week and season names.</p>	<p>I continue an ABC, ABB and ABBC pattern.</p> <p>I can spot an error in an ABB pattern.</p>	<p>I record a pattern and explain the sequence.</p> <p>I am beginning to understand what is fair and even distribution and what is not.</p>	<p>I continue, copy and create repeating patterns around a fixed space or shape.</p> <p>I recognise mistakes in patterns and try to fix them.</p>	<p>I identify patterns all around us e.g. in stories, songs, rhymes, on wallpaper etc.</p> <p>I verbally count beyond 20 recognising the pattern of the number system.</p>
	<p>I am beginning to describe a sequence of events using words such as 'first', 'then...'</p>	<p>I am developing shape-awareness through construction: selecting, manipulating, rotating with 2D and 3D shapes.</p>	<p>I explore doubling and distributing quantities equally.</p>	<p>I explore odds and evens.</p>	<p>I explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>I compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Uses the language of 'greater than', 'less than', 'fewer', 'the same as' and 'equal to'.</p>
	<p>I compare two items by size and find out which is taller/shorter/longer.</p>	<p>I compare two items by weight and capacity and find out which is heavier/lighter/more full/less full/ and which holds more.</p>	<p>I compare two items by weight and capacity and find out which is heavier/lighter/more full/less full/ and which holds more.</p>	<p>I can make and test predictions e.g. 'I think that jug will hold more water, let's see!'</p>	<p>I use reasoning to compare numbers, quantities, length, weight and capacity, and recognise the relationship between size and number of units e.g. 1cm is smaller than 100cm.</p>	<p>I begin to use time to sequence events including positional language and relational terms.</p>
		<p>I can recall special months of the year when events happen e.g. my birthday or Christmas.</p>	<p>I can recall special months of the year when events happen e.g. my birthday or Christmas.</p>	<p>I am beginning to recall the months of the year.</p>	<p>I recognise a clock face and how the numbers are positioned around the clock.</p>	<p>I recall days of the week, months and seasons of the year.</p>
				<p>I show an awareness of the properties of shape, identifying similarities between shapes.</p>	<p>I recognise a shape can have other shapes within it.</p>	<p>I begin to experience specific time durations, including using measuring tools in everyday experiences and play such as stop watches.</p>
				<p>I solve a range of jigsaws with increasing challenge.</p>	<p>I describe the properties of shape.</p>	

Reception (4 - 5 years) Progression Map

	Progression Step 13	Progression Step 14	Progression Step 15	Progression Step 16	Progression Step 17	ELG
<u>Understanding the World</u>						
<p>The early stages of development for areas of learning around early humanities and early science, begins by encouraging learners to explore, show enjoyment and curiosity. Learners need to be provided with open-ended play with materials inside and outdoors. The initial skills that develop in these areas are focused on the concept of passing time and initial understanding of past and present. Learners start to develop early science skills by learning how to explore, notice and make observations by reacting to the world around them, which is closely linked to the early geographical skills of navigating their personal space and immediate environments. When learners develop these basic skills, we can support them to make links with their personal experiences and the new opportunities that we provide for them through visits, experiences and provision. Building on knowledge about the world, through the use of non-fiction texts and wider media, alongside teaching key vocabulary to support understanding across domains of Science, History and Geography, enriches and widens learner's vocabulary and supports later reading comprehension.</p>						
Understanding the World Skills	<p>I engage in non-fiction books.</p> <p>I am starting to talk about what I did yesterday, last week, last year.</p> <p>I explore school grounds and my immediate environment.</p> <p>I know there are different countries in the world and talk about the differences I have experienced or seen in photos.</p> <p>I identify and talk about members of my immediate family and community.</p> <p>I manage my own basic hygiene and personal needs.</p> <p>I correctly name the parts of my body.</p> <p>I understand the effect of changing seasons on the natural world around me.</p> <p>I can identify who the people in my class are and how we are similar and different.</p>	<p>I can refer to learning from the previous day or week.</p> <p>comment on images of familiar situations in the past.</p> <p>I have become familiar with the local environment.</p> <p>I name and describe people who are familiar to me.</p> <p>I identify what is especially important to me and my family.</p> <p>I know about extended family (EAL – knowing about family members in other places).</p> <p>I recognise that people have different beliefs and celebrate special times in different ways.</p> <p>I know some key features of agricultural environments such as farms and animals.</p> <p>I value the similarities and differences in the way people live their lives, value the different beliefs, celebrations and lifestyles.</p> <p>I help to look after my school and usually take care of my belongings.</p>	<p>Listen to and talk about selected non-fiction.</p> <p>I refer to events in my personal history: family celebrations, birthdays etc.</p> <p>I explore the natural world around me, making observations and drawing pictures of animals and plants.</p> <p>I am aware of where I live and talk about the features I see on the way to school, (shops, roads, parks, etc...)</p> <p>I recognise some environments that are different from the one in which I live.</p> <p>I explore key traditions from around the world e.g. Christmas.</p> <p>I explore the school grounds to look at features of the environment.</p> <p>I am aware that there is land and sea demarcated on maps.</p> <p>I understand the importance of healthy food choices.</p> <p>I am aware of what life is like in other countries.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p> <p>I compare and contrast characters from stories, including figures from the past.</p> <p>I am beginning to use new vocabulary in different contexts.</p> <p>I develop a deep familiarity with new knowledge and vocabulary gained from non-fiction texts and teaching.</p> <p>I talk about what I did yesterday, last week, last year.</p> <p>I know some similarities and differences between the natural world around me and contrasting environments.</p> <p>I can identify about features of cities, man-made vs natural.</p> <p>I can identify what life where I live, what are the places and features of my community.</p> <p>I can explain what animals and plants need to live and how to take care of them.</p>	<p>I talk about the lives of the people around them and their roles in society.</p> <p>I show an understanding of the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>I know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class.</p> <p>I draw on my experiences and what has been read in class in my work and when I talk about the world.</p> <p>I discuss where extended family members live on a map, including our EAL families place of birth.</p> <p>I am able to record some observations I make about the natural world, describing what I see, hear and feel whilst outside.</p> <p>I understand that some places are special to members of my community, who people are in my community and who helps me.</p> <p>I know what money is and why we need it.</p> <p>I am familiar with terms for buildings in my city such as Museum, Theatre and Art Gallery.</p>	<p>I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>I describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>I use new vocabulary in different contexts.</p> <p>I explore the natural world around me, observing and interacting with natural processes such as ice melting, light travelling through transparent material, sounds causing vibrations, shadows, floating and sinking.</p> <p>I explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>I understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.</p> <p>I can name London as our capital city.</p> <p>I draw information from a simple map.</p> <p>I look after the school and local community environment and understand the importance of keeping it special for everybody.</p>

Reception (4 - 5 years) Progression Map

Vocabulary for UTW	History vocabulary			Geography vocabulary				Science vocabulary			
	History	New	Present	Geographer	City	Map	Beach	Earth	Animal	Nocturnal	Roots

Reception (4 - 5 years) Progression Map

	Progression Step 13	Progression Step 14	Progression Step 15	Progression Step 16	Progression Step 17	ELG
<u>Expressive Arts and Design</u>						
<p>The developmental stages of exploring colour, texture and form begins with awareness and recognition of contrasting colours and pattern. With regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials, as well as 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. Learners should all be given opportunity to enjoy and make music. It is the adult's role to stimulate their enjoyment of music through singing and playing musical and singing games which are attuned to the learner. The engagement, realisation and exploration of sound and things that make sounds is where development begins, leading into stages of attention and control of making sounds. Learners need to be provided with a range of different types of singing, sounds and music from diverse cultures. Music and singing can be live as well as pre-recorded. Opportunities should be created to play and perform music as well as chances to explore objects and instruments that make sounds. The early stages of pretend play begin with imitation, behaviours and stimulating creativity and thinking skills. As learners develop emotionally, they begin to apply their knowledge of the world to their actions and imaginative play. As learners progress through school, they start to apply these experiences they have played out to real life scenarios and problem solving. The frequency, repetition and depth of their experiences are fundamental to progress in interpreting and appreciating the world around them and the arts.</p>						
Expressive Arts and Design Skills	I talk about my ideas and explore different ways to record them.	I enjoy looking at and talking about art.	I explore and play with a range of media to make child-led creations.	I am beginning to develop observational skills by using mirrors to include the main features of faces in their drawings.	I experiment with colour, design, texture, form and function.	I safely use and explore a variety of materials, tools and techniques.
	I experiment with mark making in an exploratory way.	I use a range of drawing materials such as pencils, chalk, felt tips and wax crayons.	I use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative.	I design something and stick to the plan when making.	I push, pull and twist a range of modelling materials to affect the shape.	I cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome.
	I explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.)	I work on a range of materials of different textures (eg. playground, bark).	I explore and refine a variety of artistic effects to express my ideas and feelings.	I talk about my artwork, stating what they feel they did well.	I create child-led 3D forms from natural materials. Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.	I share my creations, explaining the process I have used.
	I respond to music through movement and talk about what I have heard.	I develop more complex storylines into my pretend play.	I know what a Gallery is and enjoy displaying my own art for others to enjoy, as well as appreciating the work of others.	I use mixed-media scraps to create child-led artwork with no specific outcome.	I invent, adapt and recount narratives and stories with peers and my teacher.	I make use of props and materials when role playing characters in narratives and stories.
	I understand that different instruments have different sounds.	I alter my movement to music to reflect the tempo.	I sing a range of well-known nursery rhymes and songs from memory.	I explore lyrics by suggesting appropriate actions.	I return to and build upon previous learning and refine my ideas.	I create collaboratively, sharing ideas, resources and skills.
	I am able to experiment with body percussion and vocal sounds to respond to music.	I consider whether a piece of music has a fast, moderate or slow tempo.	I try to move in time with music.	I listen to and repeat simple lyrics.	I alter my movements to reflect the dynamics and pitch of the music.	I explore, engage and perform songs, rhymes, poems, music, dance and stories, solo or in groups with others.
	I can stop and start playing.	I play percussion 'in time' with a piece of music.	I listen to sounds and identify a high or low pitch.	I participate in performances to a small audience.	I explore the story behind the lyrics or the music.	I listen to sounds and match them with an object or instrument.
	I play instruments with increasing control to express feelings and ideas.	I experiment with playing instruments in different ways. I watch and talk about dance and performance art, expressing my feelings. I know what a Musician and an Artist is and what they do.	I select appropriate instruments to represent action and mood. I can stop and start playing at the right time.	I sing in a group or on my own, increasingly matching the pitch and following the melody.	I can group instruments by the different sounds they make. I move to music with instruction to perform actions.	I listen to and repeat a simple rhythm. I remember and maintain my role in a group performance.