



Clyst St Mary Early Years

Progression Document 23-24



At Clyst St Mary Primary School children in Reception learn and play in our well-resourced indoor and outdoor areas. The children in reception follow the EYFS curriculum underpinned by the school's vision and values; *Nurture and Grow Together - through resilience, aspiration and kindness*. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Teachers and staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

In the Early Years Foundation Stage (EYFS) at Clyst St Mary Primary School our aims are:

- to support children to make a planned, confident transition from home to school
- to provide a happy, caring, safe and secure environment for learning
- to plan learning experiences that meet the individual needs and interests of the children through a balanced provision of adult led and child initiated opportunities
- to support children to become competent and confident learners so they are able to reach their full potential
- to provide a broad and balanced high quality curriculum in line with the Early Years Foundation Stage guidance
- to foster positive home school links with parents and other care providers.

Communication & Language

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	Listening, Attention and Understanding Children will listen carefully to a story. Children will know how to show they are listening and understand why it is important to listen. Children will ask what questions. Children will ask relevant questions in response to what they have heard, wanting to find out more information Speaking Children will know and use vocabulary linked to their theme including special, unique, similar, and different. Speech is clear and understood.	Listening, Attention and Understanding Children will join in with repeated refrains in a story. Children will comment and engage in conversation about the text, talking about what might happen next. E.g. 'They weren't meant to do that. They will be in trouble.' - Asks meaning of new words and understands a longer list of instructions. Children will ask who questions. Speaking Children will use longer sentences and link ideas. Children will retell stories simply. Children will know and use vocabulary linked to their theme including tradition, Christmas, nocturnal, hibernate, light and dark.	Listening, Attention and Understanding Children will talk about key events in a story. Children will ask when questions. Children will use longer sentences and link ideas - Comments and engage in conversation about the text, talking about what might happen next, linking to their own experiences E.g. 'I have a bike too. I went to the park. They might go to the park.' Speaking Children will know and use vocabulary linked to their theme including police, dentist, paramedic. Children will express ideas using past and present tense. Children will comment and engages in conversation about the text or topic talking about what might happen next.	Listening, Attention and Understanding Children will identify the main characters in the story and talk about their feelings. Children will ask where questions. Children will retell stories simply - Repeat new vocabulary in the context of a story. Children will understand spoken instructions and can listen without stopping what they are doing. Children will listen to what has been said and respond. Speaking Children begin to use modelled vocabulary during discussions around rhymes and poems, showing understanding of the vocabulary linking to their own experiences E.g. 'The leaves are starting to fall off the trees. Soon the trees won't have any leaves.' Children will know and use vocabulary linked to their theme including colour, Holi, artist, castles, easter and church.	Listening, Attention and Understanding Children will link events in a story to their own experiences. Children will ask why questions. Children will use well-formed sentences, talk in the correct tense and understand more complex language including prepositions, sequencing, time Children will retell how the story started, the main happening, and how it ended. Speaking Children will use well-formed sentences and talk in the correct tense but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' Children will begin to use modelled vocabulary during role play and small world. - Responds to 'who', 'where' 'what' and 'when' questions and uses reasoning to justify their answers Children will know and use vocabulary linked to their theme including habitat, growing, life cycle.	Listening, Attention and Understanding Children will 'hot seat' characters from a story. Children will tell a story through roleplay, using some new vocabulary and some exact words from the text Children will follow two-part instructions Speaking Children will know and use vocabulary linked to their theme including marine life, seaside, punch and Judy. Children will take turns in much longer conversations - Openly listening to other points of view and explaining their point of view clearly when they disagree with an adult or a friend, using words as well as actions.

E L G	Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	Self-Regulation Children will see themselves as unique by sharing their hobbies and interests. Managing Self Children will know how regular exercise is important for their health. Building Relationships Children will know how to identify their feelings, using books such as 'The Colour Monster' to support understanding. Children will name special people in their lives. Describe different feelings. Identify who can help if they are sad, worried, or scared. Identify ways to help others or themselves if they are sad or worried.	Self-Regulation Children will know how to be helpful by helping with jobs around the classroom. Managing Self Children will know the school rules. Children will know how healthy eating is important for their health. Building Relationships Children will know how to listen to others with respect. Children will be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and cooperation.	Self-Regulation Children will know how to make the right choice and the consequences of not doing so. Managing Self Children will know what a sensible amount of screen time is and why this is important for their health. Building Relationships Children will know how to treat others in our class. Children will talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.	Self-Regulation Children will know the effects of their behaviour on others. Managing Self Children will know how regular teeth brushing is important for their health. Building Relationships Children will be able to describe what makes a good friend including attributes such as listening and sharing. Children will understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate	Self-Regulation Children will know to use the calm corner when they are feeling upset/angry. Managing Self Children will know about the importance of a good sleep routine for their health. Building Relationships Children will know how to express their opinion and understand it is okay to have a different opinion to their friends. Children will name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well	Self-Regulation Children will know how to overcome challenges, Managing Self Children will know how to be safe when out in the sun. Building Relationships Children will know how to resolve a problem by talking it through with a friend or adult. Children will understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe.

				building relationships with friends.		
E L G	<u>Self-Regulation:</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability. <u>Managing Self:</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <u>Building Relationships:</u> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.					

Physical Development

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	Gross Motor Children will progress towards a more fluent style of moving, with developing control and grace. Fine Motor Children will use a dominant hand and may mark make in palmer grip. Mark makes in different directions. Make repeated marks on paper. Children snip paper moving forward. Use helping hand to hold and help to guide the paper (non-dominant hand)	Gross Motor Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Children will hold a controlled static balance on one leg. Children will further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Fine Motor Children will know how to do up and undo buttons/ zips. Children will demonstrate more control .	Gross Motor Children will know how to throw and catch different sized balls. Children will know how to ride a balance bike. Children will stop a bike effectively using brakes. They will pedal and maintain balance for a few feet down a slight incline Fine Motor Children will know how to use a knife and fork. Cut soft food like bananas and strawberries holding the knife correctly, using one hand	Gross Motor Children will jump and turn in the air Children will hop up to 10 times on alternate feet. Children will balance on an unstable surface with increasing control. Fine Motor Children will know how to use two-hole scissors to make snips in paper. Children will draw objects and creatures in proportion to each other (e.g. elephant is bigger than a dog) Children will spend a sustained amount of time on one product. They will look closely at lines, shapes, size	Gross Motor Children will run towards and kick a ball. Coordinates the body to meet and kick a ball that is rolled to them from a distance. Fine Motor Children will develop the foundations of an appropriate handwriting style. Hold the pencil effectively- tripod grip. Children will use a fork to hold food still while cutting it with a knife.	Gross Motor Children can gage where a moving obstacle may be and move themselves appropriately before reaching it Fine Motor Children will know how to use two-hole scissors to cut along lines. Cut more complex shapes, such as figures. Children will draw portraits, detailed pictures, landscapes, buildings and cityscapes.

		Children will know how to thread and sew.		and patterns when producing an observational drawing		
E L G	Fine Motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing Gross Motor: -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Negotiate space and obstacles safely, with consideration for themselves and others.					

Literacy

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	Comprehension Children will read and re-read a selection of books, developing skills, fluency, understanding and enjoyment. Word Reading Children will read and correctly form the sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f Children will hear and identify initial sounds in words. Children will know tricky red word, l. Spots rhymes in familiar Children will count or clap syllables in a word. Writing Children will know how to correctly form the letters m, a, s, d. Children will know how to write their name.	Comprehension Children will read and re-read a selection of books, developing skills, fluency, understanding and enjoyment. Children will join in with repeated refrains and key phrases. Children will identify the main setting, characters and happening in the story is. Word Reading Children will read and correctly form the sounds e, l, h, r, j, v, y, w, z, x. Children will blend known sounds in words. Children will know tricky red words to, into, the Writing Children will know how to correctly form the letters t, i, n, p, g, o. Children will know how to write initial sounds.	Comprehension Children will read and re-read a selection of books, developing skills, fluency, understanding and enjoyment. Children will comment and engage in conversation about the text, talking about what might happen next, linking to their own experiences E.g. 'I have a bike too. I went to the park. They might go to the park.' Word Reading Children will read and correctly form the sounds qu, ch, th, sh, ng, nk. Children will blend known sounds in words. Children will know tricky red words no, go, so. Writing Children will know how to correctly form the letters c, k, u, b, f, e.	Comprehension Children will read and re-read a selection of books, developing skills, fluency, understanding and enjoyment. Children will talk in detail about the main characters and setting. They will sequence captions from a story. Word Reading Children will read and correctly form the sounds ay, ee, igh, ow, oo (short), oo (long). Children will blend known sounds in words. Children will know tricky red words he, she, me, we, be. Writing Children will know how to correctly form the letters l, h, r, j, v, y. Children will know how to write a short phrase.	Comprehension Children will read and re-read a selection of books, developing skills, fluency, understanding and enjoyment. Children will tell how the story started, the main happening, and how it ended. Word Reading Children will read and correctly form the sounds ar, or, air, ir, ou, oy. Children will blend known sounds in words. Children will know tricky red words are, they, her. Writing Children will know how to correctly form the letters w, z, x, q. Children will know how to write a short sentence.	Comprehension Children will read and re-read a selection of books, developing skills, fluency, understanding and enjoyment. Children will retell a story through roleplay, using some new vocabulary and some exact words from the text. Word Reading Children will sound and blend words with RWI set 1 and 2 sounds. Children will know tricky red words my, by, of. Writing Children will know how to correctly form capital letters. Children will know how to read what they have written to check if it makes sense.

			Children will know how to write CVC/CVCC words.			
E L G	Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.					

Maths

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	Number Children will know how to match by finding objects and matching ones that are the same. Children will begin to compare and order amounts, starting to know which set has more or fewer objects. Numerical Patterns Children will begin to compare size, mass and capacity. They also start to look at how to copy, continue and create patterns. Positional language is introduced in play.	Number Children will identify representations of 1, 2 and 3. Children will subitise or count to find how many and make their own collections of 1, 2 and 3 objects. Children continue building knowledge of numbers including counting on and back with number 4 and then 5. Numerical Patterns Children match number names to numerals and quantities. Children begin to understand that the next number in sequence is more than the one before.	Number Children will learn the number name zero and the numeral 0 to represent the idea of 'nothing there' or 'all gone'. Children continue to understand that when comparing numbers up to 5, one quantity can be more than, the same as or fewer than another quantity. Children continue to apply the counting principles when counting 6, 7 and 8. They build on their earlier work on matching to find and make pairs. Children begin to understand that a pair is two. They begin to notice	Number Children will continue to apply the counting principles when counting to 9 and 10 (forwards and backwards). They represent 9 and 10 in different ways. Children notice that a 10 frame is full when there is 10. They begin to understand conceptual subitising groups of 9 and 10. Numerical Patterns Children will know and use vocabulary about spheres, cubes, cuboid and pyramid. They know that 3-D shapes can be formed of other 2D	Number Children will build and identify to 20 (and beyond) using a range of resources. Provide opportunities for children to recognize that the numbers 1-9 repeat after every full 10. The children will use real objects to see that the quantity of a group can be changed by adding more. The first, then, now structure can be used to create mathematical stories in meaningful contexts. The children can use real objects to	Number Children will learn that double means 'twice as many'. They are given opportunities to build doubles using real objects and mathematical equipment. Children will revisit sharing and be given opportunities to recognize and make equal groups. From this, they will begin to notice even and odd number shapes. Children are given time and opportunities to engage in extended problem solving and to develop their critical thinking skills. Numerical Patterns Children will make models and use positional language to describe where they are in relation to one another. They explore maps and how

		Children are introduced to circles and triangles, learning their properties. Children learn about squares and rectangles, and how they have 4 sides and 4 corners. They focus on how shapes can be in different orientations. Children talk about night and day, sequencing key events in their daily routine.	that some quantities will have an odd one left over with no partner. Children begin to combine 2 groups to find out how many there are altogether. <u>Numerical Patterns</u> Children will have direct comparisons of comparing weight and capacity. Children will begin to use language to compare length and height. Children begin to order and sequence important times in their day and use language such as now, before, later, soon, after, then and next to describe when events happen. They also use the language 'yesterday, today, tomorrow' to describe events.	shapes.	see that the quantity of a group can be changed by taking items away. This is also explored with the first, then, now structure. <u>Numerical Patterns</u> Children are also given opportunities to select and rotate shapes to fill a given space. They are encouraged to say why they chose a particular shape and why others wouldn't match. They also use positional language to describe where shapes are in relation to one another. Children understand that shapes can be combined and separated to make new shapes.	we use them to represent places and think about where things are in relation to each other.
E L G	<u>Number:</u> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <u>Numerical Patterns:</u> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.					

Understanding The World

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
--	------------------------	------------------------	------------------------	------------------------	------------------------	------------------------

	<u>Past and Present</u> Children will know how they have changed from being a baby to being 4/5.	<u>Past and Present</u> Children will explore images, stories and artefacts from the past. Children will know that Remembrance Day is to remember soldiers who died in the war. Children will know who Thomas Edison is and why he is important.	<u>Past and Present</u> Children will know who Florence Nightingale is and why she is important. Children will explore police uniforms from the past and be able to compare them to present day. Children will know who Mary Anning is and why she is important.	<u>Past and Present</u> Children will explore images and stories from knights and castles. Children will know who Jackson Pollock and Piet Mondrian are and why they are important to art history.	<u>Past and Present</u> Children will know that the past is anything before the current day. Children will now that the present is now.	<u>Past and Present</u> Children will look at images of seaside holidays from the past and present and identify similarities and differences.
	<u>People, Culture and Communities</u> Children will know that the green on a globe is land and the blue is sea. Children will know that a globe shows different countries around the world.	<u>People, Culture and Communities</u> Children will identify typical weather in Autumn. Children will know how people in different countries celebrate Christmas. Children will know that Clyst St Mary is in England.	<u>People, Culture and Communities</u> Children will identify typical weather in Winter.	<u>People, Culture and Communities</u> Children will know the name of the road that our school is on. Children will explore aerial maps of our school and identify key features.	<u>People, Culture and Communities</u> Children will know that we can only grow certain fruit/vegetables in England. Children will identify similarities and differences between life in Devon and life in Africa.	<u>People, Culture and Communities</u> Children will identify typical weather in Summer.
	<u>The Natural World</u> Children will know the names of body parts: shoulders, elbows, knees, ankles. Children will know the 5 senses. Children will know that this time of year is Autumn.	<u>The Natural World</u> Children will explore shadows and why it is starting to get darker earlier.	<u>The Natural World</u> Children will know that this time of year is Winter. Children will explore floating and sinking. Children will know that local beaches contain dinosaur fossils.	<u>The Natural World</u> Children will know that this time of year is Spring. Children will identify typical weather in Spring.	<u>The Natural World</u> Children will know the names of the 4 seasons and weather associated with them. Children will know the life cycle of a sunflower. Children will know how to care for a plant.	<u>The Natural World</u> Children will know that this time of year is Summer. Children will know that some animals can live underwater.

	<u>People, Culture and Communities</u> Children will know what is special to them and their families.	<u>People, Culture and Communities</u> Children will know the story of Diwali. Children will know the Christian Christmas story.	<u>People, Culture and Communities</u> Children will know about the festival of Holi.	<u>People, Culture and Communities</u> Children will name and explain the purpose of a church. Children will know the Easter story.	<u>People, Culture and Communities</u> Children will know about places that are special to them and others.	<u>People, Culture and Communities</u> Children will know which stories are special to them and why.
E L G	Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					

Expressive Art & Design

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	<u>Being Imaginative</u> Children will know the nursery rhymes/songs: - <i>I'm a little teapot</i> - <i>Pat-a-cake</i> - <i>Little Bo Peep</i> - <i>Incy Wincy Spider</i> - <i>Hickory Dickory Dock</i>	<u>Being Imaginative</u> Children will know the nursery rhymes/songs: - I hear thunder - It's raining, its pouring - The north wind doth blow - Golden slumbers - Five little apples - Twelve days of christmas - Twinkle Twinkle	<u>Being Imaginative</u> Children will know the nursery rhymes/songs: - Dinosaurs - 10 little dinosaurs - Seasons song - Doctor Gloucester - Jack and Jill	<u>Being Imaginative</u> Children will know the nursery rhymes/songs: - I can sing a rainbow - Oranges and Lemons - Yellow Bird - There's a dragon on the doorstep - Old King Cole - Goosey, goosey, goose	<u>Being Imaginative</u> Children will know the nursery rhymes/songs: - Here is the beehive - See saw - Margery Daw - Wiggly Woo - Horsie Horsie, don't you stop - Froggy went a courtin	<u>Being Imaginative</u> Children will know the nursery rhymes/songs: - A sailor went to sea sea - I'm a pirate - 1,2,3,4,5, once I caught a fish alive - Row row row your boat.

	<u>Creating with Materials</u> Children will know how to mix primary colours to make secondary colours using poster paints. Children will know how to draw a person – head, body, arms, legs and facial features.	<u>Creating with Materials</u> Children will know how to sew to join. Children will know how to make different shades of the same colour.	<u>Creating with Materials</u> Children will know how to make 2D collages.	<u>Creating with Materials</u> Children will know how to use and mix watercolour paints. Children will explore and make art in the style of Jackson Pollock and Piet Mondrian.	<u>Creating with Materials</u> Children will know how to make a mono print. Children will know how to use different techniques to make 3D collages.	<u>Creating with Materials</u> Children will know how to make a split pin join.
E L G	<u>Creating with Materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <u>Being Imaginative:</u> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music					