



Westbury-on-Severn
CE Primary School

EYFS Curriculum Progression Overview

The Early Years team have mapped out the **Development Matters** statements from Preschool through to Reception to align with our two year rolling thematic curriculum.

This document is not exhaustive and it cross references our subject progression documents and our Early Years Policy.

PRESCHOOL RECEPTION

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Traditional Tales/ Fairy Tales	Traditional Tales/ Fairy Tales	Eric Carle	Eric Carle	Animals	Starting School
Pre- School Literature Spine	Traditional Tales/ Fairy Tales The Ghanaian Goldilocks The Three Billy Goats Gruff Little Red Riding Hood Repunzel	The Princess and the Pea Jack and the Beanstalk Chicken Licken The Gingerbread Man	The Very Hungry Caterpillar Brown Bear, Brown Bear What do you See? The Mixed up Chameleon Slowly, Slowly. Slowly said the Sloth	Polar Bear, Polar Bear, What do you Hear? Have you seen my Cat? The Tiny Seed From Hedge to Toe	Handa's surprise The Tiger who came to Tea Incy Wincy Spider Dear Zoo	Sarah and Duck at the Library Harry and the Dinosaurs go to School The Colour Monster goes to School Spot Starts School
Nursery Rhymes and Songs	Twinkle, Twinkle Little Star Wheels on the Bus Incy Wincy Spider Baa, Baa Black Sheep	Old Macdonald had a Farm Heads, Shoulders, Knees and Toes Row, Row, Row your Boat Humpty Dumpty	Wind the Bobbin Up Down at the Station Five Currant Buns Three Blind Mice	Jack and Jill Sleeping Bunnies Little Bo Peep I'm a Little Tea Pot	ABCD Five Little Ducks Miss Polly had a Dolly The Grand Old Duke of York	Five Little Men in a Flying Saucer Little Peter Rabbit Ring a Ring a Roses 12345. Once I caught a Fish Alive
Themes	Knowing me, Knowing you!	On the Farm	Dinosaurs	People Who Help Us	Once Upon a Time	Happy Holidays
Reception Literature Spine	Yeti and the Bird Lubna and Pebble	Pig and Pug The Odd Egg	Dinosaurs and all that Rubbish Cave Baby	Naughty Bus Beegu	Little Red Billy and the Beast	The Sea- Saw Julian is a Mermaid



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<p>Nursery Rhymes and Songs</p>	<p>I've Got a Body</p> <p>One Finger, One Thumb Keep Moving</p> <p>If your Happy and you Know it</p> <p>Brush Your Teeth</p>	<p>Little Boy Blue</p> <p>I went to Visit a Farm One day</p> <p>Farmers in the Den</p> <p>Dingle, Dangle Scarecrow</p>	<p>Dinosaur, Dinosaur Turn Around</p> <p>A Dinosaur went Stomping One Day</p> <p>Do you know the Stegosaurus</p>	<p>Doctor Foster</p> <p>Five Little Firemen</p> <p>Miss Molly had a Dolly</p>	<p>There was a Princess Long Ago</p> <p>The Grand Old Duke of York</p> <p>There was an Old Woman who Lived in a Shoe</p>	<p>The Big Ship Sails on the Alley- Alley Oh</p> <p>1,2,3,4,5, Once I Caught a Fish Alive</p>
<p>Communication and Language</p>	<p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying:</p> <ul style="list-style-type: none"> • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. 	<p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Use a wider range of vocabulary.</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use longer sentences of four to six words.</p> <p>Start a conversation with an adult or a friend and continue it for many turns</p>	<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>



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<p>Communication and Language DM</p>	<p>Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Learn new vocabulary Use new vocabulary through the day. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Learn new vocabulary Use new vocabulary through the day. Use new vocabulary in different contexts. Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail.</p>	<p>Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts. Develop social phrases. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding. Learn new vocabulary. Use new vocabulary through the day. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use new vocabulary in different contexts. Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail.</p>	<p>Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Learn new vocabulary. Use new vocabulary through the day. Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to</p>	<p>Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Learn new vocabulary. Use new vocabulary through the day. Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to</p>



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			<p>Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Connect one idea or action to another using a range of connectives. Ask questions to find out more and to check they understand what has been said to them.</p>	<p>explain how things work and why they might happen. Connect one idea or action to another using a range of connectives. Ask questions to find out more and to check they understand what has been said to them.</p>	<p>explain how things work and why they might happen. Connect one idea or action to another using a range of connectives. Ask questions to find out more and to check they understand what has been said to them.</p>
<p>Personal, Social and Emotional Development DM</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting. Develop appropriate ways of being assertive.</p>	<p>Develop their sense of responsibility and membership of a community. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules, understanding why they are important.</p>	<p>Remember rules without needing an adult to remind them. Talk with others to solve conflicts</p>	<p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p>	<p>Develop their sense of responsibility and membership of a community.</p>



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	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>All of these are on-going throughout the year.</p>					
<p>Personal, Social and Emotional Development DM</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • healthy eating • being a safe pedestrian 	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' 	<p>See themselves as a valuable individual.</p> <p>Think about the perspectives of others.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • having a good sleep routine



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	Think about the perspectives of others.	Think about the perspectives of others.		Think about the perspectives of others.	being a safe pedestrian	
Coram SCARF	Me and My Relationship Marvellous me! I'm special People who are special to me	Me and my friends Friends and family Including everyone	People who help me and keep me safe Safety Indoors and Outdoors What's safe to go into my body	Looking after myself Looking after others Looking after my environment	What does my body need? I can keep trying I can do it!	Growing and changing in nature When I was a baby Girls, boys and families
Coram SCARF	Who can help me? (YR) People who help to keep me safe (YR) Who are our special people? (Y1)	Me and my friends Friends and family Including everyone	Yes I can (YR) How are you listening? (Y1) Then and Now (Y1)	Thinking about feelings (Y1) Feelings & Bodies (Y1) •Bouncing back when things go wrong (R)	Harold's wash and brush up (Y1) Healthy eating (R) Caring for our world (YR)	Same and different (YR) Super Sleep (Y1) Surprises and Secrets (Y1)
Physical Development DM	Go up steps and stairs, or climb up apparatus, using alternate feet Use large-muscle movements to wave flags and streamers, paint and make marks Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips		Continue to develop their movement, balancing, riding Skip, hop, stand on one leg and hold a pose for a game like musical statues (scooters, trikes and bikes) and ball skills. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel	Start taking part in some group activities which they make up for themselves, or in teams. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm



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			when holding pens and pencils. Show a preference for a dominant hand			
Physical Development DM	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency.</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency.</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency.</p> <p>Further develop and refine a range of ball skills including:</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus</p>



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			<p>throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>		<p>indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p>	<p>indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>
<p>Literacy DM</p>	<p>Understand the five key concepts about print: <ul style="list-style-type: none"> • print has meaning Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word Engage in extended conversations about stories, learning new vocabulary.</p>	<p>page sequencing</p>		<p>the names of the different parts of a book recognise words with the same initial sound, such as money and mother Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.</p>	<p>print can have different purposes we read English text from left to right and from top to bottom</p>	



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				Write some letters accurately.		
Literacy DM	<p>Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p> <p>Learn new vocabulary Use new vocabulary through the day. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p> <p>Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Learn new vocabulary Use new vocabulary through the day. Use new vocabulary in different contexts. Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail.</p>	<p>Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p> <p>Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts. Develop social phrases. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p> <p>Listen to and talk about stories to build familiarity and understanding. Learn new vocabulary. Use new vocabulary through the day. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use new vocabulary in different contexts. Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail.</p>	<p>Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p> <p>Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Learn new vocabulary. Use new vocabulary through the day. Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to</p>	<p>Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p> <p>Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Learn new vocabulary. Use new vocabulary through the day. Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to</p>



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Mathematics DM	<p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing Discuss routes and locations, using words like ‘in front of’ and ‘behind’</p>	<p>Recite numbers past 5. Show ‘finger numbers’ up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Talk about and explore 2D shapes (for example, circles, rectangles, triangles) using informal and mathematical language:</p>	<p>Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’) Solve real world mathematical problems with numbers up to 5. Compare quantities using language: ‘more than’,</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Compare quantities using language: ‘fewer than’, Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and</p>	<p>Experiment with their own symbols and marks as well as numerals. Talk about and explore 3D shapes (for example, circles, rectangles, triangles, cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’. Describe a familiar route Combine shapes to make new ones – an</p>	



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		'sides', 'corners'; 'straight', 'flat', 'round'.	Make comparisons between objects relating to size, length, weight and capacity	wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern	arch, a bigger triangle, etc Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...	
Mathematics DM	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame <ul style="list-style-type: none"> • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the 		<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern 		<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek 	



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	<p>count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</p> <ul style="list-style-type: none"> • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts 		<ul style="list-style-type: none"> • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 		
<p>Understanding the World DM</p>	<p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history Show interest in different occupations Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences between materials and changes they notice</p>	<p>Explore how things work Continue developing positive attitudes about the differences between people</p>	<p>Explore and talk about different forces they can feel</p>	<p>Understand the key features of the life cycle of a plant and an animal. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>Plant seeds and care for growing plants. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>
<p>Understanding the World DM</p>	<p>Explore the natural world around them.</p>	<p>Explore the natural world around them.</p>	<p>Explore the natural world around them.</p>	<p>Talk about members of their immediate family and community</p>	<p>Explore the natural world around them</p> <p>Explore the natural world around them.</p>



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	<p>Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Talk about members of their immediate family and community Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories,</p>	<p>Recognise some environments that are different from the one in which they live. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Talk about members of their immediate family and community Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	<p>Recognise some environments that are different from the one in which they live. Compare and contrast characters from stories, including figures from the past.</p>	<p>Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	<p>Describe what they see, hear and feel whilst outside. Comment on images of familiar situations in the past.</p>	<p>Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Talk about members of their immediate family and community Comment on images of familiar situations in the past.</p>
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	<p>express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups.</p>	<p>express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody Sing in a group or on their own, increasingly matching the pitch and following the melody Watch and talk about dance and performance art, expressing their feelings and responses.(PE) Explore and engage in music making and dance, performing solo or in groups.</p>	<p>express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups. Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups.</p>	<p>express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Explore and engage in music making and dance, performing solo or in groups.</p>
Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Traditional Tales/ Fairy Tales	Traditional Tales/ Fairy Tales	Lynley Dodd	Lynley Dodd	Animals	Starting School



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Pre- School Thematic Literature Spine	Rapunzel Chicken Licken Pinocchio Cinderella	The Ghanaian Goldilocks Little Red Riding Hood The Gingerbread Man The Princess and the Pea	Hairy Maclary from Donaldson Dairy Hairy Maclary's bone Hairy Maclary Slinky Malinki Hairy Maclary Scatter Cat	Hairy Maclary Caterwaul Caper Hairy Maclary Rumpus at the Vet Hairy Maclary Show Business Hairy Maclary Sit	Owl Babies Rosie's Walk Farmer Duck Handa's Hen	I'm Too Absolutely Small for School Whiffy Wilson, the Wolf Who Wouldn't go to School Come to School Blue Kangaroo The Colour Monster Goes to School
Nursery Rhymes and Songs	Twinkle, Twinkle Little Star Wheels on the Bus Incy Wincy Spider Baa, Baa Black Sheep	Old Macdonald had a Farm Heads, Shoulders, Knees and Toes Row, Row, Row your Boat Humpty Dumpty	Hickory Dickory Dock Dingle Dangle Scarecrow Five Little Speckled Frogs One Finger One Thumb keep Moving	10 Fat Sausages 1,2 Buckle my Shoe Hey Diddle Diddle Here we go Round the Mulberry Bush	Polly put the Kettle on Little Miss Muffet If your Happy and you Know it Mary, Mary quite Contrary	Ten Green Bottles I hear Thunder Round and Round the Garden, Like a Teddy Bear 2 Little Dickie Birds
Themes	Amazing Animals!	Blast Off!	The Bear Necessities	Superheroes	Castles	Off We Go!
Reception Thematic Literature Spine	Bringing the Rain to Kapatani Plain Lost and Found	Astro Girl The Comet	The Extraordinary Gardener Dadaji's Paintbrush	Send for a Superhero Super Milly	Iggly Peck, Architect Stanley's Stick	The Magic Bed Sidney Stella and the Moon
Nursery Rhymes and Songs	The Animal Fair One Elephant Went out to Play	Zoom, Zoom, Zoom, we're Going to the Moon	The Bear went Over the Mountain	If I was a Superhero How to be a Superhero	Old King Cole Pussy Cat, Pussy Cat	Down at the Station Early in the Morning



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	<p>listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Learn new vocabulary Use new vocabulary through the day. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Learn new vocabulary Use new vocabulary through the day. Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Develop social phrases. Articulate their ideas and thoughts in well-formed sentences.</p>	<p>listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Learn new vocabulary. Use new vocabulary through the day. Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Ask questions to find out more and to check</p>	<p>listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Learn new vocabulary. Use new vocabulary through the day. Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Connect one idea or action to another</p>	<p>listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts. Develop social phrases. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Develop social phrases. Articulate their ideas and thoughts in</p>	<p>listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts. Develop social phrases. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Develop social phrases. Articulate their ideas and thoughts in</p>
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		Describe events in some detail.	they understand what has been said to them.	using a range of connectives. Ask questions to find out more and to check they understand what has been said to them.	well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Connect one idea or action to another using a range of connectives. Ask questions to find out more and to check they understand what has been said to them.	well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Connect one idea or action to another using a range of connectives. Ask questions to find out more and to check they understand what has been said to them.
Personal, Social and Emotional Development DM	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting. Develop appropriate ways of being assertive. Talk about their feelings using words	Develop their sense of responsibility and membership of a community. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules, understanding why they are important.	Remember rules without needing an adult to remind them. Talk with others to solve conflicts	Make healthy choices about food, drink, activity and tooth brushing.	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas	Develop their sense of responsibility and membership of a community.



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	<p>like 'happy', 'sad', 'angry' or 'worried'</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>All of these are on-going throughout the year.</p>					
<p>Personal, Social and Emotional Development DM</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p>	<p>Build constructive and respectful relationships.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian <p>Manage their own needs.</p> <ul style="list-style-type: none"> • Personal hygiene 	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p>	<p>See themselves as a valuable individual.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>valuable individual.</p>	<p>See themselves as a valuable individual.</p> <p>Think about the perspectives of others.</p>
<p>Coram SCARF</p>	<p>Me and My Relationship Marvellous me!</p>	<p>Me and my friends Friends and family Including everyone</p>	<p>People who help me and keep me safe</p>	<p>Looking after myself Looking after others</p>	<p>What does my body need? I can keep trying</p>	<p>Growing and changing in nature When I was a baby</p>



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	I'm special People who are special to me		Safety Indoors and Outdoors What's safe to go into my body	Looking after my environment	I can do it!	Girls, boys and families
Coram SCARF	<p>What makes me special? (YR)</p> <p>Our Special People balloons (Y1)</p> <p>Why we have classroom rules (Y1)</p>	<p>Looking after my friends (YR)</p> <p>Thinking about feelings (Y1)</p> <p>Taking care of something (Y1)</p> <p>Healthy me (Y1)</p>	<p>Move your body (YR)</p> <p>Healthy me (Y1)</p> <p>Eat well (Y1)</p>	<p>Same and different (YR)</p> <p>Keeping safe online (YR)</p> <p>Pass on the praise (Y1)</p>	<p>Same and different homes (YR)</p> <p>Being helpful at home and caring for our classroom (YR)</p> <p>Me and my body - girls and boys (YR)</p>	<p>Looking after money 1 - recognising, spending, using. (YR)</p> <p>Looking after money 2 - saving money and keeping it safe. (YR)</p> <p>Who can help? (Y1)</p> <p>Keeping privates private (Y1)</p>



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<p>Physical Development DM</p>	<p>Go up steps and stairs, or climb up apparatus, using alternate feet Use large-muscle movements to wave flags and streamers, paint and make marks Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p>		<p>Continue to develop their movement, balancing, riding Skip, hop, stand on one leg and hold a pose for a game like musical statues (scooters, trikes and bikes) and ball skills. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand</p>	<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width</p>	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p>
<p>Physical Development DM</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing 	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Progress towards a more fluent style of</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Progress towards a more fluent style of</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Progress towards a more fluent style of</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Progress towards a more fluent style of</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Progress towards a more fluent style of</p>



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	<p>Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency.</p>	<p>moving with developing control and grace. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p>	<p>moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency.</p>	<p>moving, with developing control and grace. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p>	<p>moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence,</p>
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						competence, precision and accuracy when engaging in activities that involve a ball.
Literacy DM	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word <p>Engage in extended conversations about stories, learning new vocabulary.</p>	page sequencing		<p>the names of the different parts of a book</p> <p>recognise words with the same initial sound, such as money and mother</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	print can have different purposes we read English text from left to right and from top to bottom	
Literacy DM	<p>Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Learn new vocabulary</p>	<p>Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to build</p>	<p>Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to build</p>	<p>Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to build</p>	<p>Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to build</p>	<p>Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about stories to build</p>



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	<p>Use new vocabulary through the day. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Learn new vocabulary Use new vocabulary through the day. Use new vocabulary in different contexts. Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail.</p>	<p>familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts. Develop social phrases. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>familiarity and understanding. Learn new vocabulary. Use new vocabulary through the day. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use new vocabulary in different contexts. Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Connect one idea or action to another using a range of connectives. Ask questions to find out more and to check they understand what has been said to them.</p>	<p>familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Learn new vocabulary. Use new vocabulary through the day. Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Connect one idea or action to another using a range of connectives. Ask questions to find out more and to check they understand what has been said to them.</p>	<p>familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Learn new vocabulary. Use new vocabulary through the day. Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Connect one idea or action to another using a range of connectives. Ask questions to find out more and to check they understand what has been said to them.</p>
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			Ask questions to find out more and to check they understand what has been said to them.			
Mathematics DM	<p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’</p>	<p>Recite numbers past 5. Show ‘finger numbers’ up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Talk about and explore 2D shapes (for example, circles, rectangles, triangles) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.</p>	<p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’)</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: ‘more than’,</p> <p>Make comparisons between objects relating to size, length, weight and capacity</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</p> <p>Compare quantities using language: ‘fewer than’,</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern</p>	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Talk about and explore 3D shapes (for example, circles, rectangles, triangles, cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.</p> <p>Describe a familiar route</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc</p> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p>	<p>Consolidating and extending our counting, shape, space and measuring skills</p>
Mathematics DM	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will</p>		<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to</p>		<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p>	



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	<p>begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers <p>connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</p> <ul style="list-style-type: none"> • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts 		<p>numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 		<ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 <p>begin to generalise about 'one more than' and 'one less than' numbers within 10</p> <ul style="list-style-type: none"> • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek 	
<p>Understanding the World DM</p>	<p>Use all their senses in hands-on exploration of natural materials.</p>	<p>Explore how things work</p>	<p>Understand the key features of the life</p>	<p>Understand the key features of the life</p>	<p>Plant seeds and care for growing plants.</p>	



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	<p>Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history Show interest in different occupations Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences between materials and changes they notice Understand the key features of the life cycle of a plant and an animal. Talk about the differences between materials and changes they notice Plant seeds and care for growing plants.</p>		<p>cycle of a plant and an animal.</p>	<p>cycle of a plant and an animal.</p> <p>Show interest in different occupations Explore and talk about different forces they can feel</p>		
<p>Understanding the World DM</p>	<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons</p>	<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p>	<p>Explore the natural world around them. Draw information from a simple map. Talk about members of their immediate family and community</p>	<p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p>	<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p>



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	<p>on the natural world around them. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>	<p>Compare and contrast characters from stories, including figures from the past. 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.</p>	<p>Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>		<p>Draw information from a simple map. Recognise some environments that are different from the one in which they live. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	<p>Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Talk about members of their immediate family and community Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>
Expressive Arts and Design	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar Explore different materials freely, to develop their ideas about how to use them and what to make. Join different materials and explore different textures.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make.</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make. Join different materials and explore different textures. Explore colour and colour mixing. Listen with increased attention to sounds. Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Explore colour and colour mixing. Listen with increased attention to sounds. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these</p>	<p>Join different materials and explore different textures. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>



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	<p>Explore colour and colour mixing. Play instruments with increasing control to express their feelings and ideas.</p>	<p>Join different materials and explore different textures. Explore colour and colour mixing. Listen with increased attention to sounds. Remember and sing entire songs.</p>	<p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>shapes to represent objects. Explore colour and colour mixing. Listen with increased attention to sounds.</p>	<p>Use drawing to represent ideas like movement or loud noises. Explore colour and colour mixing. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Create their own songs or improvise a song around one they know.</p>
<p>Expressive Arts and Design DM</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups.</p>



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	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups.</p>				
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