

Ladygrove Primary School and Nursery – EYFS Progression Map (Nursery)

Nursery requires a rolling programme to accommodate those children that stay within the setting for 5 terms in order to ensure progression. Firstly we aim to develop ‘Communication and Language’ whilst offering children opportunities to cover a range of objectives providing engagement, motivation and purpose for learning.

Intent: At Ladygrove Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others. We understand that play is an integral part of learning, and this is at the heart of our Early Years curriculum. We believe that the correct mix of adult directed, and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that Early Years education must play in providing firm foundations upon which the rest of a child’s education is successfully based. We baseline assess the children on entry into school and adapt our provision to meet the children’s needs and interests.

Implementation: At Ladygrove Primary School, we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children. We prioritise creating a ‘language rich’ environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics through the Read, Write Inc. programme. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. We have built

our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit and taking part in Outdoor Learning sessions. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning, however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests. We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents have access to weekly descriptions of what will be happening in the week ahead via the website. Observations of 'Wow' moments are recorded and sent home via the Tapestry app. As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals (ELGs). These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessments. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

| Nursery Overarching themes/Topic s Year A | Autumn 1 Autumn | Autumn 2 Festivals and Celebration s | Spring 1 Building Site | Spring 2 Minibeasts | Summer 1 People who help us | Summer 2 Blue Planet |
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| Texts | Non-fiction texts Leaf Man Let it fall 5 Little Pumpkins Pumpkin Soup The Little Red Hen - | -Kipper's Birthday -Diwali Story -Various Christmas Texts | -Non-fiction texts about castles -The Great Race The Runaway Chapati The 3 Little Pigs | Superworm What the ladybird heard? The very lazy ladybird Non fiction texts- minibeasts, Easter The Easter story | Non fiction texts- police, fire, dentist Dental health visitor | -Various Non-Fiction texts about seaside/beach - |
| Subject Areas | | | | | | |
| Prime Areas | | | | | | |
| C&L | Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". | Sing a large repertoire of songs. | Use a wider range of vocabulary. | Enjoy listening to longer stories and can remember much of what happens. | Use longer sentences of four to six words. | 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. |
| | Knowledge | | | | | |
| | I know how to respond to a | I know many songs. | I know some new words. | I know how to sit and listen to a story. | I know how to start a conversation | I know how to say what I think. |

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| | simple question by my actions. I know how to follow an instruction. | I know most of the words and can sing along in a group. | I know longer sentences and use them to tell a story | I know how to talk in a sentence to explain what I know | with my friends and adults. I know longer sentences and have many ideas. | I know longer sentences and have many ideas. |
| | Skills | | | | | |
| | I can listen to a question or instruction. I can follow an instruction. | I can sing my favourite songs I can sing whilst I am playing. I can sing in a large group. | I can use some new words I hear. I can use new words from a story. | I can listen to longer stories focussing on the book and teacher. I can tell you some things about the story.(beginning, middle, end) | I can have a conversation with my friends and adults. I can use longer sentences. | I can use my words to explain my thinking. I can have a conversation with my friends and adults. |
| Physical Development Daily outdoor physical activity | Continue to develop their movement, balancing, riding (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. | Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like | Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. | Make healthy choices about food, drink, activity and toothbrushing . Use one-handed tools and equipment, for example, making snips | Start to eat independently and learning how to use a knife and fork. Use a comfortable grip with good control when holding |

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| | | | musical statues. | | in paper with scissors. | pens and pencils. Show a preference for a dominant hand. |
| | Knowledge | | | | | |
| | I know how to ride a scooter/trike/bike. I know how to pedal around the outdoor area safely with control. | I know how to move large items with my friends. | <p>I know how to use the climbing frame. I know how to stand on one foot for a count of 3 seconds</p> <p>I know how to hop on one leg.</p> <p>I know how to skip around an area.</p> | <p>I know how to put my own coat on. I know how to do up my zip. I know how to turn the sleeves the right way on my jumper/coat.</p> | <p>I know how to wash and dry my own hands. I know how to use the toilet on my own. I know how to look after my teeth. I know that some foods are good/bad for you. I know how to handle scissors safely. I know how to make snips in paper.</p> | <p>I know how to eat nicely at snack time. I know how to use a knife and fork. I know I need to hold a pencil between my thumb and two fingers. I know which hand I like to hold the pencil in.</p> |

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| | | | | | I know how to hold other one hand tools. | |
| | Skills | | | | | |
| | I can ride a scooter/trike/bike. I can pedal around the outdoor area with control. | I can move large items with my friends. I can move large items carefully. | I can use the climbing frame in different ways. I can stand on one foot for a count of 3 seconds. I can hop on one leg. I can skip around an area. | I can put my own coat on. I can do my own zip. I can turn the sleeves the right way on my jumper/coat. | I can handle scissors safely. I can make snips in paper. I can hold other one hand tools with control. I can tell you why some foods are good/bad for you. I can listen to a dental health visitor talk and remember things about brushing teeth. I can talk about how to | I can hold a pencil between my thumb and two fingers. I can use a pencil with control. |

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| | | | | | brush my teeth. | |
| Personal, Social and Emotional development | <u>Being Me in My World</u> Who....Me? How am I feeling today? Being at Nursery Gentle hands Our rights Our responsibilities | <u>Celebrating difference</u> What am I good at? I'm special, I'm me Families Houses and homes Making friends Standing up for yourself | <u>Dreams and Goals</u> Challenge Never giving up Setting a goal Obstacles and support Flight to the future | <u>Healthy Me</u> Everybody's body We like to move it! Food glorious food Sweet dreams Keeping Clean Stranger danger | <u>Relationships</u> My family and me Make friends Falling out | <u>Changing Me</u> My body Respecting my body Growing up Growth and change Fun and fears Celebrations |
| | Knowledge | | | | | |
| | I know I must use kind hands. I know how I am feeling. I know there are rules to keep me safe. | I know what I like to play with. I know there are different types of families. | I know I must keep trying to do things. | I know some of the parts of the body. I know how to keep myself healthy. I know I must wash my hands to keep clean. | I know what it means to be a good friend. I know the names of people in my family. I know how to manage my feelings. | I know you can feel differently sometimes. I know we all start as babies and grow into children and then adults. I know that I grow and change. I know some things are good/bad for me |

| | Skills | | | | | |
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| | <p>I can use kind hands.</p> <p>I can talk about my feelings with words like happy', 'sad', 'angry' or 'worried'.</p> | <p>I can talk about what I like to play with.</p> <p>I can talk about my family.</p> <p>I can listen to others about their family.</p> | <p>I can begin to accept a challenge.</p> <p>I can keep on trying.</p> <p>I can ask for help.</p> | <p>I can name some parts of the body.</p> <p>I can wash my hands.</p> <p>I can wipe my nose.</p> <p>.</p> | <p>I can tell you about my family.</p> <p>I can manage my feelings.</p> | <p>I can talk about happy times and sad times.</p> <p>I can talk about how I feel about moving to School from Nursery.</p> <p>I can tell you some good/bad foods.</p> |
| <p>Nursery</p> <p>Overarching themes/Topics</p> <p>Year B</p> | Autumn 1 Autumn | Autumn 2 Festivals and Celebrations | Spring 1 Land of make believe | Spring 2 The Very Hungry Caterpillar | Summer 1 How does your garden grow? | Summer 2 Transport |
| Texts | Non-fiction texts Leaf Man Let it fall 5 Little Pumpkins | -Kipper's Birthday -Diwali Story | -Non-fiction texts about castles | The very Hungry Caterpillar 10 little caterpillars | -Oliver's Vegetables -Jack and the Beanstalk | -Various Non-Fiction texts about transport. |

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| | Pumpkin Soup The Little Red Hen Can't you sleep little bear? - | -Various Christmas Texts Dear Santa One snowy night | -The Great Race The 3 Little Pigs The 3 bears Red Riding Hood Cinderella | Non fiction texts about growing, Easter The Easter story Non-fiction texts about butterflies/caterpillars | The Enormous Turnip - | Mr Gumpy's outing Mr Gumpy's motor car The train ride Wheels on the bus - |
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Subject Areas

| Prime Areas | | | | | | |
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| C&L | Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". | Sing a large repertoire of songs. | Know many rhymes, be able to talk about familiar books, and be able to tell a long story. | Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" | Can start a conversation with an adult or a friend and continue it for many turns. | Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." |
| | Knowledge | | | | | |
| | I know how to respond to a simple question by my actions. | I know many songs. I know most of the words and can sing along in a group. | I know many rhymes. I know some parts of familiar stories. | I know how to answer some questions. I know how to talk in a sentence to explain what I know | I know how to start a conversation with my friends and adults. | I know how to role play with my friends. I know how introduce |

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| | I know how to follow an instruction. | | I know longer sentences and use them to tell a story | | I know how to keep turns in a conversation. | stories into small world play. I know longer sentences and have many ideas. |
| | Skills | | | | | |
| | I can listen to a question or instruction. I can follow an instruction. | I can sing my favourite songs whilst I am playing. I can sing in a large group. | I can tell you some rhymes I know. I can talk about the pages in familiar books. I can tell you a long story. | I can answer questions. I can explain my thoughts in sentences. | I can have a conversation with my friends and adults. I can keep the conversation going on the same topic. | I can role play with my friends. I can introduce stories into play. |
| Physical Development Daily outdoor physical activity | Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Make healthy choices about food, drink, | Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. | Use large-muscle movements to wave flags and streamers, paint and make marks | 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. | 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 |

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| | activity and toothbrushing. | | | | | dominant hand. |
| | Knowledge | | | | | |
| | <p>I know how to ride a scooter/trike/bike</p> <p>I know how to pedal around the outdoor area safely with control.</p> <p>I know that some foods are good/bad for you.</p> <p>I know how to look after my teeth.</p> | <p>I can stand on one foot for a count of 3 seconds</p> <p>I can jump off objects and land safely on two feet</p> <p>I can experiment with different ways to move around</p> <p>I can confidently move around, under, over and through different types of equipment and apparatus</p> <p>I can hop confidently on both feet</p> | <p>I know I can use my arms to make movements.</p> <p>I know if I move the paintbrush/tools I create marks.</p> | <p>I know what I need to carry out own plan.</p> <p>I know where to find things in nursery.</p> | <p>I know how to handle scissors safely.</p> <p>I know how to make snips in paper.</p> <p>I know how to hold other one hand tools.</p> | <p>I know I need to hold a pencil between my thumb and two fingers.</p> <p>I know which hand I like to hold the pencil in.</p> |
| | Skills | | | | | |

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| | I can ride a scooter/trike/bike. I can pedal around the outdoor area with control. I can tell you why some foods are good/bad for you. I can listen to a dental health visitor talk and remember things about brushing teeth. | I can move around equipment. | I can use my arms to make large movements. I can create marks with tools and brushes. | I can find the resources I need to carry out my own plan. I can find equipment I need in the nursery. | I can handle scissors safely. I can make snips in paper. I can hold other one hand tools with control. | I can hold a pencil between my thumb and two fingers. I can use a pencil with control. |
| Personal, Social and Emotional development | <u>Being Me in My World</u> Who....Me? How am I feeling today? Being at Nursery Gentle hands Our rights Our responsibilities | <u>Celebrating difference</u> What am I good at? I'm special, I'm me Families Houses and homes Making friends Standing up for yourself | <u>Dreams and Goals</u> Challenge Never giving up Setting a goal Obstacles and support Flight to the future | <u>Healthy Me</u> Everybody's body We like to move it! Food glorious food Sweet dreams Keeping Clean Stranger danger | <u>Relationships</u> My family and me Make friends Falling out | <u>Changing Me</u> My body Respecting my body Growing up Growth and change Fun and fears Celebrations |
| | Knowledge | | | | | |
| | I know I must use kind hands. | I know what I like to play with. | I know I must keep trying to do things. | I know some of the parts of the body. | I know what it means to | I know you can feel |

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| | <p>I know how I am feeling.</p> <p>I know there are rules to keep me safe.</p> | <p>I know there are different types of families.</p> | | <p>I know how to keep myself healthy.</p> <p>I know I must wash my hands to keep clean.</p> | <p>be a good friend.</p> <p>I know the names of people in my family.</p> <p>I know how to manage my feelings.</p> | <p>differently sometimes.</p> <p>I know we all start as babies and grow into children and then adults.</p> <p>I know that I grow and change.</p> <p>I know some things are good/bad for me</p> |
| | Skills | | | | | |
| | <p>I can use kind hands.</p> <p>I can talk about my feelings with words like happy', 'sad', 'angry' or 'worried'.</p> | <p>I can talk about what I like to play with.</p> <p>I can talk about my family.</p> <p>I can listen to others about their family.</p> | <p>I can begin to accept a challenge.</p> <p>I can keep on trying.</p> <p>I can ask for help.</p> | <p>I can name some parts of the body.</p> <p>I can wash my hands.</p> <p>I can wipe my nose.</p> <p>.</p> | <p>I can tell you about my family.</p> <p>I can manage my feelings.</p> | <p>I can talk about happy times and sad times.</p> <p>I can talk about how I feel about moving to School from Nursery.</p> <p>I can tell you some good/bad foods.</p> |

EYFS Nursery Rhymes

| Autumn Term | Spring Term | Summer Term |
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| Twinkle, Twinkle Little Star Pat a Cake, Pat a Cake Pease Pudding Hot Little Boy Blue Baa Baa Black Sheep Humpty Dumpty Incy Wincy Spider Row, Row, Row Your Boat Five Little Ducks Horsie, Horsie Don't You Stop I'm a Little Tea Pot Miss Molly had a Dolly Rock a-bye Baby The Grand Old Duke of York | Incy Wincy Spider Higgledy, Piggledy, Pop Little Jack Horner Pussy Cat, Pussy Cat Three Blind Mice One, Two, Three, Four, Five Cobbler, Cobbler Mend my Shoe Dr Foster Went to Gloucester Chick, Chick, Chick, Chick, Chicken I'm a Spring Chicken Hickerty Pickerty, my Red Hen Polly put the Kettle on Wind the Bobbin Up Mary had a Little Lamb | Little Miss Muffet Sing a Song of Sixpence Jane, Jane, Tall as a Crane Hey Diddle Diddle Hickory Dickory Dock Bobby Shafto The Bear Went Over the Mountain The Animal Fair The Animals Went in Two by Two Little Bo Peep Rub a Dub Dub When Goldilocks Went to the House of the Bears Wiggly Woo I'm a Little Teapot |