

Oak Hill's Progression Map of Development Matters for EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	<p>3-4 Year Olds:</p> <ul style="list-style-type: none"> • 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. • 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." <p>Reception:</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day 	<ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Engage in story times. 	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Listen carefully to rhymes and songs, paying attention to how they sound • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. 	<ul style="list-style-type: none"> • 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. • Use new vocabulary in different contexts. 	<ul style="list-style-type: none"> • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words 	<p>ELGS: Listening, attention and understanding:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate;

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	<ul style="list-style-type: none"> • Develop social phrases 					<ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Personal, Social and Emotional Development	<p>3-4 Year Olds:</p> <ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. 	<ul style="list-style-type: none"> • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. 	<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing • Identify and moderate their own feelings socially and emotionally. 	<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time' - having a good sleep routine 	<ul style="list-style-type: none"> • Think about the perspectives of others 	<p>ELGS: Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self ELG</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience

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	<ul style="list-style-type: none"> • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and tooth brushing <p>Reception:</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Manage their own needs. - Personal hygiene 					<p>and perseverance in the face of challenge;</p> <ul style="list-style-type: none"> • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs
Physical Development	<p>3-4 Year Olds:</p> <ul style="list-style-type: none"> • Go up steps and stairs, or climb up apparatus, using alternate feet. • Start taking part in some group activities which they make up for 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, hopping, skipping • Use their core muscle strength to achieve a good 	<ul style="list-style-type: none"> • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Combine different movements with ease and fluency 	<ul style="list-style-type: none"> • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop and refine a range of ball skills including: 	<ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Revise and refine the fundamental movement skills they have already 	<p>ELGS: Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing

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	<p>themselves, or in teams.</p> <ul style="list-style-type: none"> • 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. • 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 • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing zips up <p>Reception:</p>	<p>posture when sitting at a table or sitting on the floor</p> <ul style="list-style-type: none"> • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<ul style="list-style-type: none"> • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming 	<p>throwing, catching, kicking, passing, batting, and aiming</p>	<p>acquired: Crawling, climbing.</p>	<ul style="list-style-type: none"> • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing.
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	<ul style="list-style-type: none">• Revise and refine the fundamental movement skills they have already acquired: walking, running, jumping• Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons					
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<p>Literacy</p>	<p>3-4 Year Olds:</p> <ul style="list-style-type: none"> • 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. • Write some letters accurately. <p>Reception:</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them 	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Spell words by identifying the sounds and then writing the sound with letter/s. 	<ul style="list-style-type: none"> • Read a few common exception words matched to the school's phonic programme • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Form lower-case and capital letters correctly 	<ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them. - phase 3 sounds digraphs and trigraphs 	<ul style="list-style-type: none"> • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	<p>ELGS: Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about Stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading ELG</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
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						<p>Writing ELG</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others.
<p>Maths (see WRM schemes of learning curriculum map)</p>	<ul style="list-style-type: none"> • Match objects • Match pictures and objects • Identify a set • Sort objects to a type • Explore sorting techniques • Create sorting rules • Compare amounts • Compare size • Compare mass • Compare capacity • Explore simple patterns • Copy and continue simple patterns 	<ul style="list-style-type: none"> • Identify and name circles and triangles • Compare circles and triangles • Shapes in the environment • Describe position • Find 4 and 5 • Subitise 4 and 5 • Represent 4 and 5 • 1 more, 1 less • Composition of 4 and 5 • Composition of 1-5 	<ul style="list-style-type: none"> • Introduce zero • Find 0 to 5 • Subitise 0 to 5 • Represent 0 to 5 • 1 more • 1 less • Composition • Conceptual subitising to 5 • Compare mass • Find a balance • Explore capacity • Compare capacity • Find 6,7 and 8 • Represent 6,7 and 8 • Composition of 6,7 and 8 • Make pairs – odd and even 	<ul style="list-style-type: none"> • Explore length • Compare length • Explore height • Compare height • Talk about time • Order and sequence time • Find 9 and 10 • Compare numbers to 10 • Represent 9 and 10 • Composition to 10 • Bonds to 10 • Make arrangements of 10 • Doubles to 10 • Recognise and name 3D shapes 	<p>ELGS: Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, 	

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	<ul style="list-style-type: none"> • Create simple patterns • Find 1,2,3 • Subitise 1,2,3 • Represent 1,2,3 • 1 more, 1 less • Composition of 1,2,3 	<ul style="list-style-type: none"> • Identify and name shapes with 4 sides • Combine shapes with 4 sides • Shapes in the environment • My day and night 	<ul style="list-style-type: none"> • Double to 8 • Combine 2 groups 	<ul style="list-style-type: none"> • Find 2D shapes within 3D shapes • Use 3D shapes for tasks • 3D shapes in the environment • Identify more complex patterns • Copy and continue patterns • Patterns in the environment 		<p>recognising when one quantity is greater than, less than or the same as the other quantity;</p> <ul style="list-style-type: none"> • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
<p>Understanding The World (Cornerstones)</p>	<p><i>Me & My Community</i></p> <ul style="list-style-type: none"> • Take photographs, draw simple picture maps and collect simple data during fieldwork activities • Recognise and discuss how they have changed from when they were babies. • Describe how they can look 	<p><i>Once Upon A Time</i></p> <ul style="list-style-type: none"> • Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. • Explore and talk about pictures, stories and information books on the theme of royalty. 	<p><i>Big Wide World</i></p> <ul style="list-style-type: none"> • Take photographs, draw simple picture maps and collect simple data during fieldwork activities. • Begin to notice and talk about the different places around the world, including oceans and seas. • Show an awareness of the similarities and 	<p><i>Dangerous Dinosaurs</i></p> <ul style="list-style-type: none"> • Make a shadow bigger or smaller using toys, play equipment and a light source. • Make and use simple maps in their play to represent places and journeys, real and imagined. • Represent scientific observations by mark making, drawing or 	<p><i>Long Ago</i></p> <ul style="list-style-type: none"> • Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life. • Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. 	<p><i>Sunflowers & Sunshine</i></p> <ul style="list-style-type: none"> • Observe and describe living things and their habitats within the local environment. • Notice and begin to describe patterns of weather in summer and winter. • Make and use simple maps in their play to represent places and journeys, real and imagined. • Begin to name and group plants and trees according to their observable features.

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	<p>after their environment</p> <ul style="list-style-type: none"> • Talk about the different occupations that familiar adults and members of their community have. • Name and talk about man-made features in the local environment, including shops, houses, streets and parks. • Input simple instructions to technological toys, including floor robots and onscreen sprites. 	<ul style="list-style-type: none"> • Compare and group objects and materials according to simple given criteria. 	<p>differences between people in different communities and groups from around the world</p> <ul style="list-style-type: none"> • Make and use simple maps in their play to represent places and journeys, real and imagined. • Describe how the weather, plants and animals of one place is different to another using simple geographical terms. • Identify common features for different groups of animals, including wild and domestic animals. • Input simple instructions to 	<p>creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.</p> <ul style="list-style-type: none"> • Identify common features for different groups of animals, including wild and domestic animals. • Match animals to the foods that they eat • Use age-appropriate software independently 	<ul style="list-style-type: none"> • Explore and talk about important events in the school or locality's history. • Describe simply how weather changes as the seasons change. • Put familiar events in chronological order, using pictures and discussion. • Use age-appropriate software to create images and record sounds and videos. • Recognise and discuss how they have changed from when they were babies. • Order and sequence a familiar event using words relating to the passage of time, 	<ul style="list-style-type: none"> • Explore the natural world around them and give simple descriptions, following observation, of changes • Name and describe basic features of plants and trees. • Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next. • With support, observe, record and talk about materials and living things. • Input simple instructions to make technological toys operate, including floor robots and onscreen sprites. • Describe some ways that plants or animals should be cared for in order for them to survive.
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			<p>technological toys, including floor robots and onscreen sprites.</p> <ul style="list-style-type: none"> • Share stories and talk about significant people who lived in the past. • Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources. • Describe how they can look after their environment. • Name and sort everyday items into groups of the same material • Use age-appropriate software to create images 		<p>including yesterday, last week, before and then.</p> <ul style="list-style-type: none"> • Talk about past and present events in their own lives and those who are important to them. • Name and sort everyday items into groups of the same material. • Show an awareness of the similarities and differences between people in different communities and groups from around the world. • Explore and talk about pictures, stories and information books on the theme of royalty • Notice and begin to describe patterns of 	<ul style="list-style-type: none"> • Navigate to find digital content, in digital folders and online, with supervision. <p>ELGS: Past and Present</p> <ul style="list-style-type: none"> • 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>People Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this
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			<p>and record sounds and videos.</p> <ul style="list-style-type: none"> Describe a contrasting environment to their own. 		<p>weather in summer and winter.</p>	<p>country, drawing on their experiences and what has been read in class;</p> <ul style="list-style-type: none"> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps. <p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
<p>Expressive Arts and Design</p>	<p>3-4 Year Old:</p> <ul style="list-style-type: none"> Remember and sing entire songs. 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, 	<ul style="list-style-type: none"> Watch and talk about dance and performance art, 	<ul style="list-style-type: none"> Watch and talk about dance and performance art, 	<ul style="list-style-type: none"> Develop storylines in their pretend play 	<p>ELGS: Creating with Materials • Safely use and explore a variety of</p>

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	<ul style="list-style-type: none"> • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Play instruments with increasing control to express their feelings and ideas. <p>Reception:</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<p>expressing their feelings and responses. – <i>this strand is ongoing throughout the year</i></p> <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them – <i>this strand is ongoing throughout the year</i> • Create collaboratively, sharing ideas, resources and skills – <i>this strand is ongoing throughout the year</i> • Rehearse for, and perform in, the nativity play • Make some independent choices about the resources needed and talks about creations. 	<p>expressing their feelings and responses.</p> <ul style="list-style-type: none"> • Develop storylines in their pretend play • Sing in a group or on their own, increasingly matching the pitch and following the melody • Use different textures in creations and will combine media. • Cut along curved lines with scissors and uses moulding tools with malleable materials. • Use a range of shapes and colours to represent observational drawings. 	<p>expressing their feelings and responses.</p> <ul style="list-style-type: none"> • Develop storylines in their pretend play • Use instruments to compose own music • Use different techniques and materials to achieve the desired effect and talk about what has been created. • Mix colours to produce different shades and combines materials to create different textures. 	<ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups • Begin to plan a design before starting. • Use a range of tools and equipment and selects the most appropriate tool or joining material for the job. 	<p>materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <ul style="list-style-type: none"> • Share their creations, explaining the process they have used; • Make use of props and materials when role-playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music
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