

# EYFS Curriculum Progression Milestones

	Communication & Language	Physical Development	Personal, Social and Emotional Development	Literacy (also see Little Wandle sequence of learning for phonics)	Mathematics (see White Rose overview)	Understanding the World	Expressive Arts and Design
<b>AUTUMN 1</b>							
<b>Week 1</b>	HOME VISITS						
<b>Week 2</b>	Staggered start, settling in and initial baselining						
<b>Week 3</b>	<ul style="list-style-type: none"> <li>-Understand the importance of listening.</li> <li>-Uses language for a variety of purposes: to share, take turns, compare, predict, explain.</li> <li>-Speech is generally fully intelligible but there may be some incorrect pronunciation.</li> </ul>	Ready to Learn Programme - core strength, shoulder strength and midline crossing activities. High focus on gross motor skills building into fine motor skills.	<ul style="list-style-type: none"> <li>-Follows basic hygiene rules.</li> <li>-Identifies basic feelings and strategies to manage them.</li> <li>-Develop an awareness of the needs of others and that their own needs can't always be met straight away.</li> <li>-Helps to create rules.</li> <li>-Engage in shared games/activities alongside others.</li> <li>-Can identify who is a friend.</li> </ul>	<ul style="list-style-type: none"> <li>- Participates in rhyming games.</li> </ul>	'Getting to Know You' Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of the day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.	Science - Is interested to explore familiar and new experiences in nature  RSHE- protective behaviours-Feelings and Feeling Safe  Geography - Can interpret a simple map of the classroom  DT - using basic tools  Values- Resilience	Music - Sings songs with others  Drama - Gives toys a voice.
<b>Week 4</b>				<ul style="list-style-type: none"> <li>- Can count or clap syllables.</li> </ul>		Science - Is interested to explore familiar and new experiences in nature  RSHE- protective behaviours -Feeling unsafe and Early Warning Signs  History - Knows that children grow and change with the passage of time  Discovery RE - What makes people special? - Families / Friends	Art - Is beginning to use art to demonstrate feelings. Explores colour and colour mixing.  Drama - Gives toys a voice. Talks when planning and during play, and afterwards, about their play.

						Computing - Be able to switch devices on and off.	
Week 5				- Identifies familiar signs and labels.	'Just like me!' Matching and sorting objects and shapes	Science - Describes the impact of weather and seasons on their daily life  RSHE- protective behaviours- body Awareness and Secrets  Geography - Uses some geographical vocabulary to describe their local environment  DT - joining materials  Values- Empathy	Music - Can clap in rhythm. Can sing a whole song with others.  Drama - Gives toys a voice. Talks when planning and during play, and afterwards, about their play.
Week 6			-Identify roles performed by members of their family outside the home. -Can describe what they like and don't like about the school environment & suggest improvements.	- Enjoys listening to and joining in with stories.	'Just like me!' Match sizes Compare more and fewer Compare taller and shorter Compare longer shorter Capacity using boxes	Science - Describes the impact of weather and seasons on their daily life. - Records findings in a simple way.  RSHE-protective behaviours- Support Networks and Telling  History - Organises images from a story into plausible chronological order  Discovery RE - What makes people special? - Role Models / Jesus  Computing -Recognise that anyone can say no to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	Art- Is beginning to use painting and drawing to represent actions and objects. Explores colour and colour mixing.  Drama - Is beginning to assign roles. Takes on a role alongside others, changing roles in response to the play.

Week 7			<ul style="list-style-type: none"> <li>-Identify roles performed by members of their family outside the home.</li> <li>-Can describe what they like and don't like about the school environment &amp; suggest improvements.</li> </ul>	<ul style="list-style-type: none"> <li>- Scribbles with a purpose (trying to write or draw something).</li> </ul>	<ul style="list-style-type: none"> <li>'Just like me!' AB Patterns AB shape patterns</li> <li>Maths is fun week</li> </ul>	<ul style="list-style-type: none"> <li>Science - Can identify differences between some materials.</li> <li>RSHE- begin to recognise relationships between friends and family members</li> <li>Geography - Uses some geographical vocabulary to describe their local environment</li> <li>DT - Explores a range of everyday objects and can talk about similarities and differences between them.</li> <li>Values - Self-Awareness</li> </ul>	<ul style="list-style-type: none"> <li>Music - Enjoys marching, dancing, jumping, twirling, skipping and tip-toeing, etc. to music.</li> <li>Enjoys playing a wide variety of instruments</li> <li>Drama - Is beginning to assign roles. Takes on a role alongside others, changing roles in response to the play.</li> </ul>
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**AUTUMN 2**

	Communication & Language	Physical Development	Personal, Social and Emotional Development	Literacy (also see Little Wandle sequence of learning for phonics)	Mathematics (see White Rose overview)	Understanding the World	Expressive Arts and Design
Week 1	Autumn 1 to continue plus: <ul style="list-style-type: none"> <li>-Developing a vocabulary to match their learning appropriately.</li> <li>-Enjoys non-fiction books, especially an area they are learning about.</li> <li>-Asks a large number of questions.</li> <li>-Starts to recognise the difference between fact and fictions.</li> </ul>	<ul style="list-style-type: none"> <li>- Builds a towers of bricks.</li> <li>Gymnastics - learn 2 basic shapes for gymnastics (straight and star)</li> </ul>	<ul style="list-style-type: none"> <li>-Can participate in dramatic play.</li> <li>-Can identify why someone is a friend to them.</li> </ul>	<ul style="list-style-type: none"> <li>- Produces some letter-like forms and scribbles that resemble, in some way, writing</li> </ul>	<ul style="list-style-type: none"> <li>'It's me 1, 2, 3!' Numbers 1, 2, 3</li> <li>Number 1,2,3 Sorting objects and subitising</li> </ul>	<ul style="list-style-type: none"> <li>Science - can identify differences between some materials.</li> <li>History - Joins in and talks about family customs and routines</li> <li>RSHE- begin to understand that humans change as they grow. Name parts of the body</li> <li>Discovery RE - What is Christmas? - Giving / Saying Thank You</li> </ul>	<ul style="list-style-type: none"> <li>Art- Likes art that is realistic and relates to their experience.</li> <li>Drama - Pretends play is based on events they have seen or heard about but not personally experienced. Uses language to set the scene.</li> </ul>

						<p>Computing - Use paint projects to explore different celebrations.</p> <p>-Purposeful selection of colours</p> <p>-Purposeful mark making.</p>	
Week 2		<p>- Stands on a floor marker on one leg, bends down and picks up an object from the floor.</p> <p>- Fastens zips on coats and is developing confidence with buttons.</p> <p>Gymnastics - perform the tuck shape</p>	<p>-Can participate in dramatic play.</p> <p>-Can identify why someone is a friend to them.</p>	<p>- Recognises initial sounds.</p>	<p>'It's me 1, 2, 3!'</p> <p>Sorting 1,2,3</p> <p>Matching pictures to the numerals 1,2,3</p> <p>Find 1 more and 1 less</p> <p>Composition of 3</p>	<p>Science - Investigates forces. Is beginning to talk about why things happen.</p> <p>Geography - Can talk about some places of interest e.g.: the library, places of worship, shops</p> <p>RSHE- know that pedestrians walk on the pavement and vehicles travel on the road</p> <p>DT - Explores a range of everyday objects and materials and can talk about similarities and differences between them.</p> <p>Values - positivity</p>	<p>Music - Matches an instrument to its sound.</p> <p>Enjoys playing a wide variety of instruments</p> <p>Describes the quality of a sound as, e.g. loud, quiet, long, short.</p> <p>Drama - Takes on a role alongside others, changing roles in response to the play. Uses language to set the scene.</p>
Week 3		<p>- Climbs on play equipment.</p> <p>- Hangs on a bar and lifts up a bent leg.</p> <p>Gymnastics - develop our spatial awareness and move with control</p>	<p>-Is becoming confident and self-assured.</p> <p>-Understand how to play as part of a group.</p>	<p>- Understands that print carries a message.</p> <p>- Understands that print is read left to right and top to bottom.</p>	<p>'It's me 1, 2, 3!'</p> <p>Sorting shapes – triangles and circles</p> <p>Make shape pictures using triangles and circles</p> <p>Circles and triangles with real life objects.</p> <p>Positional language</p>	<p>Science - Investigates vibrations. Is beginning to talk about why things happen.</p> <p>RSHE - -To understand how to use 'no' to ask someone to stop.</p> <p>History - Joins in and talks about family customs and routines</p> <p>Discovery RE - What is Christmas? - The Christmas Story (A Christian Celebration)</p>	<p>Art - Can sort art by its medium. Likes art that is realistic and relates to their experience.</p> <p>Drama - Pretends play is based on events they have seen or heard about but not personally experienced. Uses language to set the scene</p>

						Computing - Take a photo of a particular item/person.	
Week 4		<p>- Walks up and down stairs, with one foot on each step. - Threads small beads onto a lace.</p> <p>Gymnastics - move with control to find space</p>	<p>-Is becoming confident and self-assured. -Understand how to play as part of a group.</p>	<p>- Makes attempts to read and write.</p>	<p>'Light and Dark' Number 4 Number 5 Composition of 4 Composition of 5</p>	<p>Science - Explores the natural world using their 5 senses. Records findings in a simple way.</p> <p>RSHE - know about the Water Safety Code and learn how to spot dangers.</p> <p>Geography - Is able to talk about some similarities and differences in countries around the world</p> <p>DT - Can talk about what they are going to make</p> <p>Values - Excellence</p>	<p>Music - Can sing a whole song with others. Describes the quality of a sound as, E.g. loud, quiet, long, short. Enjoys playing a wide variety of instruments.</p> <p>Drama - Takes on a role alongside others, changing roles in response to the play. Uses language to set the scene.</p>
Week 5		<p>- Takes weight on hands and feet, tummy up (back straight, no sagging). Can lift up one foot or hand at a time.</p> <p>Gymnastics - perform gymnastic shapes on different parts of our bodies</p>	<p>-Is becoming confident and self-assured. -Recognise similarities and differences between them and other children.</p>	<p>- Makes distinct marks that look like letters and that are separated from each other.</p>	<p>'Light and Dark' Composition of 4 and 5 Cube shapes with 4 and 5 Finding 1 more to a number Finding 1 less 1 more and 1 less</p>	<p>Science - Investigate light. Predicts what might happen and explains why.</p> <p>RSHE- recognise different feelings and emotions and develop a positive self-image.</p> <p>History - Talks about significant events from their own experience</p> <p>Discovery RE - What is Christmas? - The Shepherds / The Wise Men</p>	<p>Art - Is beginning to use art to demonstrate feelings. Can sort art by its medium</p> <p>Drama - Pretends play is based on events they have seen or heard about but not personally experienced. Uses language to set the scene</p>

						Computing -Recognise ways to use the internet to communicate.	
<p><b>Week 6</b></p>		<p>- Claps in time to music.</p> <p>Gymnastics - balance on one leg</p>	<p>-Demonstrate persistence and some emotional control.</p> <p>-Recognise similarities and differences between them and other children.</p>	<p>- May start to draw pictures and label them using letters or letter-like marks</p>	<p>'Light and Dark' Sorting rectangles and squares Shape hunt Rectangles and squares</p>	<p>Science - Investigate light. Predicts what might happen and explains why.</p> <p>RSHE- To know what money is</p> <p>Geography - Is able to talk about some similarities and difference in countries around the world</p> <p>DT - Draws what they are going to make</p> <p>Values - communication/ Teamwork</p>	<p>Music - Enjoys marching, dancing, jumping, twirling, skipping and tip-toeing, etc. to music.</p> <p>Can sing a whole song with others.</p> <p>Enjoys changing words in a song.</p> <p>Drama - Pretends play is based on events they have seen or heard about but not personally experienced. Uses language to set the scene</p>
<p><b>Week 7</b></p> <p><i>Wicked Work Week - Nativity Performance</i></p>		<p>- Picks up a tyre and pushes it along the floor.</p> <p>Gymnastics - travel along and across benches</p>	<p>-Demonstrate persistence and some emotional control.</p> <p>-Recognise similarities and differences between them and other children.</p>	<p>- Writes some actual letters, especially the letters in their name</p> <p>- Says the sounds for individual letters - <b><u>phase 2 sounds</u></b></p>	<p>'Light and Dark' Day and night Sequencing events</p> <p>Maths is fun week</p>	<p>Science - Describes the impact of weather and seasons on their daily life.</p> <p>RSHE-know that people can become ill and that medicines might be used to make them feel better</p> <p>History - Talks about significant events from their own experience</p> <p>Discovery RE - Christmas</p> <p>Computing - Use paint projects to explore different celebrations.</p> <p>-Purposeful selection of colours</p> <p>-Purposeful mark making.</p>	<p>Art - Uses tools for a purpose.</p> <p>Drama - Pretends play is based on events they have seen or heard about but not personally experienced. Uses language to set the scene</p>