









Pitmaston Primary School EYFS Progression ladder (Pre-School)



Changeable topics due to cohort interests

Please also refer to Early Years Quality Texts Reading Spine

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Marvellous Me! 	Changing Seasons and Celebrate! 	Story time! 	<i>Lets Grow!</i> 	<i>Lets go on an adventure!</i> 	At the Seaside! 
Prime Areas						
Communication and Language						
Listening, attention, and understanding speaking	<p>To understand simple instructions (SALT Referrals to be made)</p> <p>To know and understand how to listen well and why it is important to listen. SALT – Teaching Children to Listen Programme</p>	<p>To understand 2 part questions or instructions eg ‘Get your coat and line up’.</p> <p>To be able to engage in social interactions with others and develop their pretend play. Domestic role play- Halloween, Diwali, Christmas costumes and decoration making. Domestic role play: Diwali costumes Christmas decorations Halloween decorations</p>	<p><u>START RWI</u> To begin to recognise some of the letters from their name and how they are formed. -RWI -Write Dance -Name Sign in (Mornings).</p> <p>To understand why questions through key texts/stories as well as through play.</p> <p>To develop their communication by beginning to ask</p>	<p>To be able to organise their play with each other, using the topic and their interests for inspiration. Teachers to model this first.</p> <p>To be able to use their talk to explain why they have completed a task in that way.</p> <p>To be able to understand and talk about what happens when we plant a seed and what does it turn into. Japers Beanstalk growing activity.</p>	<p>To use Talk for writing to retell the story through pictures and dual coding and oral vocabulary.</p> <p>To be able to engage in non-fiction books about travelling, pirates, space and dinosaurs as we ‘travel’ to different topics.</p> <p>To be able to express their point of view with others, especially when they disagree in appropriate ways. (turn taking games, free flow</p>	<p>To be confident in retelling longer stories and recalling facts to other people.</p> <p>To be able to engage in fiction and non-fiction books and talk about what they have read and what has been read to them.</p> <p>To be able to express their ideas</p>



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	<p>To know about the basic Pre-school rules and how they keep us safe. -creating class rules/promise as well as talk about how they make us feel.</p> <p>To start to say how they are feeling using words as well as actions. -Using 'The Colour Monster' to talk about our feelings.</p> <p>To be able to listen to short story times and understand what is happening through answering questions, hearing the words and looking at the pictures.</p>	<p>To understand and develop simple questions about who, what, where and start to understand the why.</p> <p>To be able to listen to longer stories and remember much of what has happened. Talk for Writing story maps introduced.</p> <p>To use key words taught in topics and put them towards their own experiences. Eg talking about their own experiences of celebrations.</p> <p>To notice changes in the environment and be able to start talking about them. Nature hunts, floor books.</p> <p>To begin to use a wider range of vocabulary through their topics and through their play.</p>	<p>questions themselves and explore different answers. To be able to listen to and talk about different parts of nonfiction texts and retell what has happened using different learnt vocabulary.</p> <p>To be able to use longer sentences to talk about something that interests them after it being modelled by their teacher.</p> <p>To start conversations with their friends or a trusted teacher and continue it for many turns.</p>	<p>To be able to use new vocabulary such as growing, seed, shoot, leaves, flower and plant to explain what has happened to the seeds.</p> <p>To be able to offer their own ideas through small group discussions.</p> <p>To know lots of rhymes and begin to point these out through different stories. Oi Frog series and rhyming games</p> <p>To know how they should care for the environment and be Respectful Robins. Eg watering the plants and not picking any leaves or fruits.</p>	<p>activities modelled by adults, how to resolve appropriately.)</p> <p>To be able to tell a long story that they are familiar with using the vocabulary and skills they have learnt so far, for example rhyming and using actions.</p> <p>To know and be able to use the new vocabulary taught in Topic in discussions and play.</p> <p>To recall the sounds that we have been learning and use these in their play and when they are mark making.</p>	<p>and feelings about their experiences with modelling and support from their teachers.</p> <p>To know and be able to use the new vocabulary taught in Topic in discussions and play</p>
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	<p>-Elmer, all about families, Marvellous me books.</p> <p>To be able to recognise some of their own features and features of their family, beginning to recognise that families are different.</p> <p>-Jigsaw Lessons Story times Tapestry Challenge- Meet me and my family</p> <p>To talk about different jobs in our community- finding out what our mummies, daddies and families do for their occupations and what we want to be when we grow up.</p>					
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	To develop pretend play in things that they have seen for example- putting baby to sleep in the role play area.					
 Personal, Social and Emotional Development (Jigsaw Scheme) 						
Self-Regulation Managing Self Building Relationships	JIGSAW AUT 1- Being me in my world JIGSAW AUT 2 – Celebrating Difference To know the school rules and be able to talk about how they help to keep them happy and safe. Starting school - Pitmaston Golden rules, 4 Rules of Good Listening, introduce zone board, make class aims/rules. To find ways to comfort themselves with transitions into the school by creating positive relationships with their key worker and trusted adults. To be able to talk about how to stay safe. To be able to see themselves as a valuable individual (Thrive Screening to be completed)	JIGSAW- Dreams and Goals Increasingly follow rules and begin to understand why they are so important. COETL To talk about their feelings using words such as 'Happy, Sad, angry and worried'. PSHE Lesson, referral back to the colour monster. To be able to increasingly independent in meeting their own	JIGSAW- Healthy Me To be able to remember the rules without always needing an adult to remind them of it. Continuous provision, PSHE, friendship interventions, group games supported and modelled by adults. To begin to show resilience when completing small personal tasks such as doing up their own coat or putting their shoes on independently. COETL Resilient Rhino and Independent Iguana.	JIGSAW- Relationships To find solutions to conflicts and rivalries with the support of an adult modelling the correct way. To begin to understand how others might be feeling. To be able to extend their own play ideas and use these to elaborate on their own games as well as the games of other familiar children and adults.	JIGSAW- Changing Me To be confident enough to suggest solutions to potential conflicts and rivalries. To gradually understand how others might be feeling. To find solutions to conflicts more independently after it has been modelled and supported by an adult whilst	



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	<p>To be able to build constructive and respectful relationships.</p> <p>Build relationships with trusted adults and other children. Through, circle games, friendship interventions.</p> <p>To know how to be a good friend. Free flow/ continuous provision activities, group activities, adult focus group activities. To know who and how they can talk to someone if they are feeling worried about something.</p> <p>To be able to express their feelings and consider the feelings of others and regulate behaviour accordingly.</p> <p>To begin to be able to express their own feelings. Mindfulness activities eg Peace Out, GoNoodle, Zen Den, Worry Monster – read book The Colour Monster, peer massage, introduce calm box.</p> <p>To begin to understand others feelings and be respectful of this. Respectful Robin.</p> <p>To be able to play next to and begin to play co-operatively with others. Continious provision, PSHE Jigsaw lessons, Group friendship interventions.</p>	<p>care needs, e.g. toileting and washing/drying hands. – PANTS Lessons.</p> <p>Make healthy choices about the food and drink that they eat. Trying new ad different fruits and drinks at snack time. British Values link – vote on best fruits/snack, thumbs up thumbs down if you liked or disliked.</p> <p>To develop friendships with other children, estending and elaborating on different play ideas.</p>	<p>To be able to show more confidence to try new activities. PE lessons over in the school, science lessons, snack time.</p> <p>To increasingly be able to manage own behaviour whilst feeling safe with their key worker/ trusted adult nearby.</p>	<p>To develop appropriate ways of being assertive. Modelled by an adult. British Values link- thumbs up thumbs down voting on the carpet for favourite book. Ch to begin to formulate why.</p> <p>To be confident in exploring new things independently and selecting how they want to carry out a task or activity.</p>	<p>recognising that if they are unable to solve it, they know they can ask for help.</p> <p>Become more outgoing with unfamiliar people and become more social in social situations. Transitioning to reception, Preschool graduation, sports days.</p>
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	<p>To be able to focus on simple instructions that teachers give them as well as listening to what other children have to say. Teaching Children to Listen (developed by SALT).</p> <p>To be able to display confidence to explore and try new activities.</p> <p>To be able to develop their sense of responsibility and membership of community. Jobs topic, meeting community workers and finding out what their family do for jobs and what they would like to do when they are grown ups.</p>					
Physical Development						
<p>P.E</p> <p>Continuous Provision</p> <p>Adult Focus Activities</p> <p>Child Initiated Activities</p> <p>Activities on PE Passport</p>	<p>To gradually gain control of all of their large movements through waving, kicking, rolling, crawling and walking.</p> <p>To start to have an increasing desire to be independent with both fine and gross motor skills such as</p>	<p>To climb up stairs using alternative feet, practiced in PE and throughout continuous provision.</p> <p>To begin to use one handed tools with adult support, for example making snips in paper with scissors.</p> <p>To increase their listening and attention to be able to follow two part instructions involving their gross motor skills,</p>	<p>To begin to take part in group games that adults have modelled</p> <p>To begin to understand how they can balance as modelled by an adult and with some support.</p> <p>To enjoy attempting to skip, hop and stand on one leg whilst holding a simple pose, for example, in musical</p>	<p>To explore and understand their own limits, for example if they are not confident in walking across a plank, being able to recognise this and crawl across it instead.</p> <p>To begin to use simple apparatus in the hall and how we can travel safely.</p> <p>To be able to take turns in games that the adults have started, and then</p>	<p>To show an interest in different ball skills and begin to explore these such as rolling a ball with either their hands or their feet.</p> <p>To be able to take part in and organise group games for themselves.</p> <p>Continue using one handed tools with better control e.g. making snips in paper and using the</p>	<p>To be confident enough to have a go attacking part in sporting events such as sports day.</p> <p>To use a comfortable grip with good control of the pencil</p> <p>To be able to write some letters and form them in the correct manner.</p>



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	<p>doing their zips up on coats. Resilient Rhino.</p> <p>To fit themselves into small spaces such as tunnels and large boxes.</p> <p>To begin to listen to instructions and why they keep us safe throughout PE lessons.</p> <p>To sit on a push-along trikes or scooters, experimenting how it moves forwards and backwards.</p> <p>Explore a range of different materials and tools e.g. painting, bikes,</p>	<p>knowing it is to keep them safe.</p> <p>To begin to take some small risks involving their own large motor skills, e.g. trying to climb small tree's or having a go at hula hooping if they are not comfortable with it.</p> <p>With the support of an adult, be able to use the planks and tyres in different ways to use different skills e.g. rolling tyres, balancing on planks.</p> <p>To become more confident in group games that mean using their large motor skills such as a group running game or simple team work exercises.</p>	<p>statues or dance and freeze movement breaks.</p> <p>To starts to explore their own limits, for example if they are not confident in walking across a plank, being able to recognise this and crawl across it instead.</p> <p>Show a preference for a dominant hand when making marks.</p> <p>Be increasingly independent with skills such as doing their own shoes up, still needing occasional support but offering an attempt before asking.</p> <p>To use large muscle movements to wave flags, paint and make marks. – Write dance, Read Write Inc, Pen</p>	<p>continue the game in the small groups independently for a short period of time without the adults present.</p> <p>To continue using and manipulating the tools into different things, for example using the plank and tyres to make a seesaw.</p> <p>To continue developing their balance and control with their large muscles on scooters and bikes, showing the need and understanding for pedalling.</p> <p>To know how we can keep out bodies healthy (Linked with Healthy me JIGSAW) and talk about healthy foods in their lunch boxes.</p>	<p>hole punch to strengthen hand muscles.</p> <p>To be able to show a preference for dominant hand and use this to begin to show a good pencil grip and control over the marks that they are making.</p> <p>To explore different resources to meet an end goal e.g. using a spoon to dig a hole.</p> <p>To collaborate with other children on how to move larger objects in a safe manner. For example using the large building blocks and moving them with a friend from one area to another.</p>	<p>To be able to write some or part of their name.</p> <p>To be able to take turns in their own games without having an adult manage it.</p> <p>To choose the right resources to meet an end goal such as using a spade to dig a hole and using a hose/ jug to push items down a pipe in water play.</p> <p>To be able to run and know their limits confidently when doing physical activities.</p>
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	<p>scooters, threading, zips etc.</p> <p>To begin to develop some manipulation and control over the way they move their bodies and their fine motor skills.</p> <p>To begin to be independent with toileting and hand washing.</p>		<p>disco, name writing practice.</p> <p>To be independent in toileting and handwashing.</p>			
<p>Overview of Physical Development skills at Pitmaston Primary School:</p>	<p>To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. – Cosmic Yoga, PE, Continuous provision.</p> <p>Children are only to learn letter formation when sat at a table with a chair.</p> <p>To know and be able to talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing.</p> <p>To be able to develop the foundations of accurate letter formation taught through Read Write Inc scheme.</p> <p>To be able to develop the foundations of accurate number formation – please see formation rhymes used on a separate document.</p> <p>To be able to confidently and safely use a range of large and small apparatus indoors and outside and in a group.</p> <p>To be able to 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 spoon.</p> <p>Fine motors skills to be continually developed throughout the year – focus on this during Funky Fingers</p> <p style="text-align: center;"><u>'Funky Fingers' suggested activities/resources:</u></p> <ul style="list-style-type: none"> • Scissors- sniping paper moving forward, cuts curved lines and circle shapes, cuts complex shapes 					

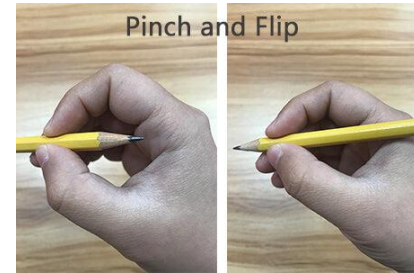


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- Use of clips, clasps, zips, buttons and screwing Jars
- Small world threading and tweezer activities
- Write Dance Activities
- Hole Punch activities
- Building with small Lego blocks
- Sort small bits and pieces using tweezers
- Nuts and bolts
- Pasta Lacing
- Peg Boards and pin boards
- Play-dough (dough disco)
- Threading laces
- Air write during Read Write Inc (Spring Term)



All staff model the tripod grip by using the pinch and flip technique

		Mathematics				
		White Rose Maths				White Rose Maths
Daily math lessons	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Individual and group focus tasks	To take part in finger rhymes e.g. 1,2,3,4,5 once I caught a fish alive.	To count in every day contexts, sometimes skipping numbers.	To count numbers up to and beyond 5.	To continue experimenting with their own symbols and marks as well as numerals.	To solve real world mathematical problems with numbers up to 5.	To recognise numerals up to 5.
Continuous Provision	To develop counting like behaviour by saying some numbers in sequence.	To talk about the patterns around them for example spotty or stripy clothes. Use informal language to talk about patterns in the environment e.g. blobs or pointy.	To develop fast recognition of up to three objects (Subitising). To begin to talk about 2D shapes using informal mathematical	To recite numbers past 5 and begin to show finger numbers for numbers 1-10. To use large shapes and use them to create bigger shapes and objects for	To be able to recognise numerals up to 3. To begin to link numerals to the amounts for example, recognising the numeral 5 and then	To use their knowledge on 2D shapes to use informal language to talk about 3D shapes. To positional language that they have previously



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	<p>Begin to notice patterns and arrange things such as toys in patterns.</p> <p>To begin to compare sizes and weights using different language and gestures e.g. bigger, little, small high/low or heavy.</p>	<p>To begin to extend simple ABAB patterns e.g. stick, leaf, stick, leaf.</p> <p>To experiment with their own symbols to represent some numbers.</p> <p>To continue counting numbers up to 5.</p> <p>To begin to understand that the last number reached is the total number of objects (cardinal principle).</p> <p>To begin to show finger numbers up to 5.</p>	<p>language such as flat and round.</p> <p>To select shapes appropriately through play for example, using shapes with flat surfaces for a building.</p> <p>To begin to describe a sequence of events, real or fiction, using words such as 'first, next, then'.</p>	<p>example selecting a triangle for the roof of a house and a square for the base of the house.</p> <p>To begin to use positional language for every day objects for example, the bag is under the table.</p>	<p>matching it with 5 objects.</p> <p>To begin to compare quantities using 'more than' and 'fewer than'.</p> <p>To find different ways of representing numbers using their own marks.</p>	<p>learnt to describe a familiar route.</p> <p>To describe the route using words such as 'in front of' and 'behind'.</p> <p>To continue using their mark to represent numbers, forming some numbers correctly.</p> <p>To notice an error in repeating ABAB patterns.</p>
Literacy supported by Talk for Writing and Read Write Inc						
<p>Comprehension</p> <p>Word Reading</p> <p>Writing/ Mark Making</p>	<p>To enjoy songs and rhymes, beginning to join in with them when supported by an adult.</p>	<p>To be able to sing songs independently and throughout their own play.</p> <p>To begin to develop their play around their favourite stories, using</p>	<p>Start RWI Programme-learning set 1 sounds. 1 sound a week. Using FRED talk to hear initial sounds in some words.</p>	<p>To continue learning a new sound every week and have a go at forming those letters throughout continuous provision. Using FRED talk to hear initial sounds in some words.</p>	<p>To continue learning a new sound every week and have a go at forming those letters throughout continuous provision. Using FRED talk to hear initial sounds in some</p>	<p>To continue learning a new sound every week and have a go at forming those letters throughout continuous provision and in</p>



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<p>Stories</p> <p>Talk for Writing</p> <p>RWI</p> <p>Sound reading.</p>	<p>To copy finger movements and other gestures when singing songs.</p> <p>Enjoy sharing books with an adult and/ or with their friends. Supported by daily story times and books sent home to read with grownups at home.</p> <p>To begin to pay attention to different books and stories, responding to some of the pictures and words that are read.</p>	<p>props. To be modelled by adults throughout continuous provision.</p> <p>To have favourite books that they seek out and want to share with their friends and other adults.</p> <p>To begin to practice clap out the syllables in their own name.</p> <p>To notice some print such as the first letter of their name or numbers on a bus/ or in the environment.</p> <p>To enjoy drawing freely and making their own marks.</p> <p>To begin to make marks on their paper to stand for their name.</p> <p>To understand that we read English from left to right and from top to bottom.</p>	<p>To be able to hear rhyming words and begin to comment on them.</p> <p>To begin making meaning to the marks that they make, for example representing their grown-ups.</p> <p>To clap the syllables in their own name and start to clap syllables for other simple objects in the environment.</p> <p>To make comments on the stories and seek out/ suggest their favourite story.</p> <p>To begin to verbally tell their own stories using their own knowledge and experiences with the support of an adult.</p> <p>To begin to use Talk for Writing story maps to help them remember a story</p>	<p>To be able to understand what rhyming is and be able to start seeking these out throughout story times or with an adult.</p> <p>To recap and recognise some of sounds previously learnt in RWI sessions.</p> <p>To continue clapping out syllables and begin to count the syllables in a name.</p> <p>To ask questions about different story books, making comments and sharing their own ideas.</p> <p>To begin to hear some words with the same initial sound such as 'money and mummy'.</p> <p>To begin to write some letters accurately with the support of an adult.</p> <p>To be able to use story maps to verbally tell a story.</p>	<p>words and begin to blend simple CVC words.</p> <p>To recap and recognise the sounds learnt in RWI sessions and be able to recognise these in their names and other writing in their environment.</p> <p>To be able to write some letters (not always properly formed).</p> <p>To be able to write some letters in their own name or to represent part of their name. Not properly formed letters.</p> <p>To begin to understand that a book has different parts for example a title page and a blurb.</p> <p>To be able to recognise and hear the same initial sounds in words such as spotting that 'mummy and money' both have an 'm' at the start.</p> <p>To begin to use their knowledge in early</p>	<p>adult focus activities such as making simple CVC words. Using FRED talk to hear initial sounds in some words and begin to blend simple CVC words.</p> <p>To be able to recognise all of the sounds learnt in RWI sessions so far and be able to use this knowledge to recognise and start to correctly form some of the sounds in simple CVC words and in the environment.</p> <p>To be able to write several letters in their name, if not all of their name. Not always correctly formed letters.</p> <p>To be able to properly form</p>
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			without reading it again.	To use story maps to help sequence stories and remember the order of events.	writing for example writing an 'd' for daddy.	some letters accurately without reminders from an adult. To continue using their knowledge in early writing in continuous provision such as writing pretend shopping lists.
Phonics - Read Write Inc	<p>Introduce 1 new sound a week. Progression determined by regular phonic assessments completed by Phonics Lead Mrs Watson and trained team of assessors Formation of sounds included in daily Read Write Inc sessions.</p> 					
	 Understanding the World supported by the Ogden Trust 					
Past and Present People, culture and Communities Continuous provision	To begin to be able to talk about members of their immediate family. – Jigsaw sessions about themselves and their family.	To learn about the five senses and how they can use these to describe what they see. To begin to talk about what they see in their immediate environment.	To use all of their senses for a hands on exploration of natural materials- modelled and supported by an adult. To be able to talk about what they see using a wide range of	To be able to plant seeds and care for growing things. Linked to Respectful Robin- COETL. Understand the key features of a life cycle of a plant and an animal. Taught through having tadpoles or butterflies	Explore and talk about the forces that they feel. To continue developing positive attitudes towards people and the differences they might have. – Through going on a 'journey' to different places around the world.	To know that there are different people in different countries around the world and be able to use this to talk about differences within themselves and others.



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	<p>To explore materials that have different properties.</p> <p>To begin to see a difference in themselves compared to others- through baseline activities all about me.</p> <p>To explore natural materials both indoors and outdoors- using the nature garden to do so.</p> <p>To show an interest in different occupations. – Jigsaw sessions.</p>	<p>To begin to make sense of their own life story and start to think about their family’s history.</p> <p>To explore how things, work in the environment. Through Continuous provision.</p> <p>To begin to make connections about their own family and other people’s families.</p>	<p>vocabulary, sometimes talking about how they feel towards what they see when supported/modelled by an adult.</p> <p>Talk about the different materials that they explore, talking about the similarities and differences and why they like or dislike them.</p>	<p>and watching them change.</p> <p>To begin to understand the need to care and respect the natural living environment- Respectful Robin.</p>	<p>To talk about the differences and changes in materials that they see in their immediate environment.</p> <p>To begin to understand that there are different countries in the world and different people who live there.</p>	<p>To talk about their own experiences of different countries.</p> <p>To continue using all of their senses for a hands on experiences in the natural environment, using this knowledge as a talking point for discussions.</p>
<p>The Natural World (The Nature Garden)</p>	<p>To be able to explore the natural world around them in the nature garden and on the astro turf.</p> <p>To be able to talk about what they see within their natural world, beginning to use their 5 senses.</p> <p>To begin to comment on natural season changes throughout the year and what these changes look like.</p>					



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	<p>To know how they can be respectful to the natural environment- Linked to Respectful Robin- COETL.</p> <p>To begin to explore and ask questions about plants growing.</p> <p>To be able to know about some lifecycles such as tadpoles and beginning to look at caterpillars.</p>
	Expressive Arts and Design



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<p>Music</p> <p>Links with DT- See DT Progression Ladder.</p> <p>Creating different things with materials, being imaginative and expressive</p>	<p>To show attention to sounds and music.</p> <p>To explore their voices and begin to join in with carpet session nursery songs.</p> <p>To explore a range of sound makers and instruments, playing them in different ways.</p> <p>To begin to make marks intentionally.</p> <p>To explore paint using their fingers and other parts of their bodies as well as paintbrushes and other tools.</p> <p>To begin to play different instruments,</p>	<p>To express ideas and feelings through the marks they make, beginning to give meaning to the marks that they make.</p> <p>To explore different materials freely to develop their own ideas on how to use them and what to make. Small world, construction and sensory play.</p> <p>To join different materials together and explore different textures.</p> <p>To begin to explore colour and colour mixing with paints, playdough and pens.</p> <p>To begin to listen with increased attention to sounds.</p> <p>To begin to play different instruments with increased control.</p>	<p>To begin to draw with increasing complexity and detail such as drawing a circle and adding in face details.</p> <p>To begin to use drawing to represent ideas such as movement and loud noises. – Starting Write Dance every other morning.</p> <p>To be able to listen with increased attention to sounds.</p> <p>To take part in pretend play and use an object to represent something else, even though those objects might not be similar.</p> <p>To respond to what they have heard, sometimes expressing their thoughts or feelings.</p>	<p>To continue using drawing to represent ideas such as movement and loud noises and begin able to talk about the ideas behind their drawings.</p> <p>To begin to make imaginative small worlds with construction kits and blocks, such as making a small city.</p> <p>To play instruments with increased control and begin to express their feelings and ideas.</p> <p>To begin to create closed shapes with continuous lines and beginning to use these shapes to represent objects.</p> <p>To continue using different materials and manipulate them into creating their desired mark making.</p>	<p>To begin to develop complex stories using small world equipment such as animals and dolls in doll houses.</p> <p>To draw with detail and complexity such as drawing a face and then adding a body and arms and legs.</p> <p>To begin to add or talk about the emotions that are in their drawings and mark making.</p> <p>To play instruments with control and to show expression and ideas within this.</p>	<p>To be able to make imaginative small worlds such as a small city and be able to continue this play for many turns.</p> <p>To be able to develop complex stories using their prior knowledge and small world equipment.</p> <p>To use closed shapes to represent different objects for example a square and a triangle to represent a house.</p> <p>To show emotions in their drawings such as happy, sad and fear.</p> <p>To create their own songs or</p>
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Pitmaston Primary School EYFS Progression ladder (Pre-School)



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	<p>enjoying the sounds that they make.</p> <p>To begin to enjoy taking part in Nursery Rhymes songs that have actions such as 'Twinkle, Twinkle' – Through carpet sessions.</p> <p>To make simple models which express their ideas- for example, using blocks to make a car.</p>	<p>To begin to take part in some pretend play.</p> <p>To join different materials together and explore different materials.</p> <p>To be able to sing the pitch of a song sung by another person- music lessons and song time.</p>	<p>To enjoy singing their own songs throughout their own play.</p> <p>To remember and sing entire songs.</p>			<p>improvise on ones that they have heard.</p>
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Computational Thinking – see separate progression document						
ICT	Logic <i>Anticipating and explaining is logical reasoning</i>	Algorithms and Decomposition <i>Responding to instructions, ordering things, sequencing things, introducing storylines, working out different ways to do things, breaking problems down into steps</i>	Patterns <i>Grouping things, comparing, spotting similarities and differences, working out rules</i>	Abstraction <i>Naming and labelling, working out what is important, sticking to the main theme, ignoring what is not important, creating a summary</i>	Tinkering <i>Playing and exploring</i>	Creating <i>Creating, checking and fixing things</i>
	Persevering <i>Not giving up</i>	Collaborating <i>Playing and working collaboratively</i>				