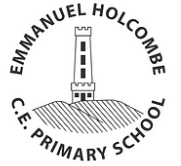


Emmanuel Holcombe CofE Primary School Pre-School & Reception Progression Map



At Emmanuel Holcombe, our Early Years curriculum is designed to ensure that all children develop the knowledge, skills and confidence they need to succeed in their learning and beyond. This document outlines the progression of learning from Pre-School to the end of Reception across all areas of the EYFS curriculum. It is underpinned by our clearly defined end points, which set out what we want children to know and be able to do by the end of Reception. Our long-term planning supports this by mapping out how these end points may be taught and developed over time, through carefully planned experiences, themes and provision.

The progression map sets out:

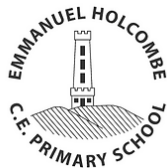
- The key skills children develop over time
- The essential knowledge children need to secure (sticky knowledge)
- What learning looks like in practice through real classroom examples
- The role of adults in supporting and extending learning

Our approach recognises that, in the Early Years, skills and knowledge are interwoven and develop through meaningful experiences, play and high-quality interactions. Children's progress within this learning journey is supported and monitored through our EYFS Progression Checkpoints document, which breaks down these end points into small, progressive steps.

In practice, this means:

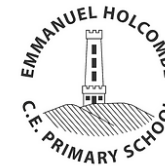
- Children learn through a balance of play, exploration and adult-guided experiences
- Adults use skilled interactions to extend learning and introduce new vocabulary
- Learning is revisited and embedded over time
- The environment is carefully planned to support independent learning and discovery

This document supports staff to deliver a broad, balanced and ambitious curriculum, ensuring that all children leave Reception with the secure foundations they need for the next stage of their education.

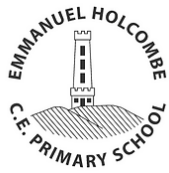


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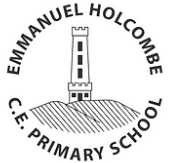


Communication, Language and Literacy			
Listening, Attention and Understanding			
Intent	Children will develop the ability to listen attentively, understand what they hear and respond appropriately , building strong foundations for communication, learning and social interaction.		
Early Learning Goal	Listen attentively and respond to what they hear with relevant questions, comments and actions. Make comments about what they have heard and ask questions to clarify understanding. Hold conversation when engaged in back-and-forth exchanges with teachers and peers.		
Sticky Knowledge	• Listening helps us learn and understand • We need to look at the speaker and think about what we hear • Instructions can have more than one step • We can show we understand by responding or doing • Good listening means waiting for our turn to speak		
Progression of Skills – Pre-School	What this looks like – Pre-School	Progression of Skills – Reception	What this looks like – Reception
• Responds to their name and simple instructions • Pays attention for short periods • Follows 1-step instructions • Begins to answer simple questions (who/what/where) • Joins in with familiar stories and rhymes	• Stops and looks when their name is called • Follows simple instructions like “Put the teddy on the chair” • Joins in with repeated phrases in stories • Answers simple questions about what they have heard	• Follows 2-step and then multi-step instructions • Listens carefully during discussions and story time • Responds with relevant comments and questions • Retells key events from stories • Sustains attention during whole class and group input	• Listens to a story and recalls key parts • Follows instructions with more than one step • Contributes relevant comments during discussions • Asks questions to clarify understanding
Adult Role	• Model what good listening looks like (eye contact, still body, thinking) • Give clear, manageable instructions , gradually increasing steps • Check understanding through questioning • Use rich language and repeat key vocabulary • Support children to stay engaged and refocus when needed		

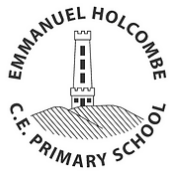


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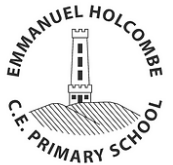


Communication, Language and Literacy			
Speaking			
Intent	Children will develop the ability to communicate confidently using clear, well-structured sentences , enabling them to share ideas, express feelings and engage in meaningful conversations.		
Early Learning Goal	Participate in small group, class and one-to-one discussions, offering ideas. Explain why things might happen using recently introduced vocabulary. Express ideas and feelings using full sentences, including use of past, present and future tenses and conjunctions.		
Sticky Knowledge	• We use talk to share ideas, thoughts and feelings • Sentences help others understand us clearly • We can use new words we have learned • We can talk about things that have already happened • We can take turns to listen and speak in conversations		
Progression of Skills – Pre-School	What this looks like – Pre-School	Progression of Skills – Reception	What this looks like – Reception
• Uses single words or short phrases to communicate • Begins to use simple sentences (4–6 words) • Expresses wants, needs and feelings • Begins to use new vocabulary during play • Starts conversations with adults and peers	• Says short phrases such as “My turn” or “Blue car” • Says “I want the blue car” to express needs • Talks during play, e.g. “I’m building a tower” • Begins to ask simple questions such as “Why?”	• Speaks in well-formed sentences using growing vocabulary • Uses talk to organise play and explain ideas • Retells simple events or stories in sequence • Uses connectives such as <i>and</i>, <i>because</i> • Participates in discussions, offering ideas and explanations	• Explains ideas clearly, e.g. “The tower fell because it was too tall” • Retells a story using their own words • Uses talk to plan play, e.g. “You be the doctor, I’ll be the nurse” • Contributes ideas during group discussions
Adult Role	• Model clear, well-structured sentences • Introduce and reinforce new vocabulary through play and interaction • Extend children’s language through questioning and rephrasing • Provide opportunities for sustained conversations • Support turn-taking and listening within interactions		

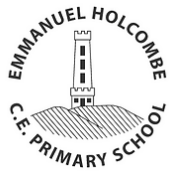


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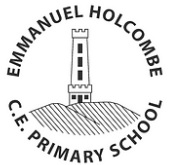


Personal, Social and Emotional			
Self-Regulation			
Intent	Children will develop the ability to understand and manage their own emotions , regulate their behaviour and build the resilience needed to engage successfully in learning and relationships.		
Early Learning Goal	Show an understanding of their 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. Follow instructions involving several ideas or actions.		
Sticky Knowledge	• We all have feelings and they can change • We can use strategies to help ourselves feel calm • We can stop and think before we act • Other people have feelings too • We can keep trying even when things are tricky		
Progression of Skills – Pre-School	What this looks like – Pre-School	Progression of Skills – Reception	What this looks like – Reception
• Begins to identify basic emotions with support • Seeks help from an adult when needed • Begins to take turns with support • May become frustrated but begins to recover • Starts to follow simple rules with reminders	• Says “I feel sad” or seeks comfort from an adult • Waits for a turn during a simple game with support • Begins to use words instead of actions when upset • Recovers from upset with adult reassurance	• Identifies a wider range of emotions in themselves and others • Uses strategies to regulate emotions (e.g. asking for help, calming down) • Waits for a turn and begins to control impulses • Shows resilience and keeps trying when challenged • Follows instructions and sustains attention during activities	• Says “I feel angry because...” and begins to explain emotions • Uses a strategy to calm themselves (e.g. breathing, seeking support) • Waits patiently and completes a task before moving on • Keeps trying when something is difficult • Listens and responds appropriately during group activities
Adult Role	• Model naming and talking about emotions • Teach and reinforce simple regulation strategies • Support children to pause, reflect and make appropriate choices • Provide consistent expectations and routines • Praise effort, resilience and positive behaviour		

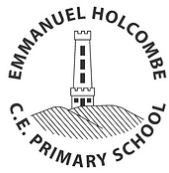


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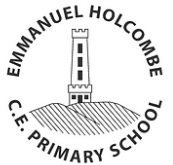


Personal, Social and Emotional				
Managing Self				
Intent	Children will develop the ability to manage their own needs, make healthy choices and show independence , building confidence, resilience and readiness for learning.			
Early Learning Goal	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.			
Sticky Knowledge	• We can look after our own needs (toileting, washing hands, dressing) • Some choices help keep us healthy and safe • Trying again helps us get better at things • We can keep going even when something is tricky • We can make good choices about what we do			
Progression of Skills – Pre-School		What this looks like – Pre-School	Progression of Skills – Reception	What this looks like – Reception
- Begins to manage some personal needs with support (e.g. toileting, handwashing) - Shows early independence in choosing activities - Begins to understand simple hygiene routines - Tries new activities with encouragement - Begins to show awareness of safety		- Uses the toilet with support and begins to wash hands - Chooses an activity and engages for a short time - Attempts to put on coat or shoes with help - Tries something new with adult encouragement	- Manages personal hygiene independently (toileting, handwashing) - Dresses and undresses with increasing independence - Makes healthy choices (food, activity, rest) - Shows resilience and perseverance when facing challenges - Follows routines and classroom expectations confidently	- Independently washes hands and manages toileting routines - Puts on coat and fastens zip with little or no support - Talks about healthy choices (e.g. food, exercise) - Keeps trying when a task is difficult - Confidently joins new activities and routines
Adult Role	• Model and teach independence in self-care routines • Provide time and opportunities for children to do things for themselves • Encourage and praise effort and perseverance • Reinforce routines and expectations consistently • Support children to make safe and healthy choices			

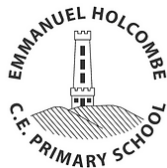


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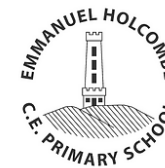


Personal, Social and Emotional			
Building Relationships			
Intent	Children will develop the ability to form positive relationships, work and play cooperatively and show sensitivity to others , building the social skills needed for learning and life.		
Early Learning Goal	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.		
Sticky Knowledge	• We can play and work together • Taking turns helps everyone join in • We can solve problems together • Being kind helps us make and keep friends • We can listen to and respect others' ideas		
Progression of Skills – Pre-School	What this looks like – Pre-School	Progression of Skills – Reception	What this looks like – Reception
- Plays alongside others - Begins to form friendships - Shares and takes turns with support - Shows awareness of others' feelings with prompting - Begins to engage in simple cooperative play	- Chooses to play next to or with another child - Shares toys with adult support - Begins to take turns in simple games - Seeks comfort from familiar adults - Joins in simple group play	- Plays cooperatively with others and builds friendships - Takes turns and shares ideas independently - Shows sensitivity to others' feelings - Begins to resolve simple conflicts independently - Works as part of a group towards a shared goal	- Plays collaboratively, sharing roles and ideas - Takes turns without adult support - Notices when another child is upset and responds appropriately - Resolves simple disagreements through talk - Works together to complete a task or activity
Adult Role	• Model positive relationships and respectful communication • Support children to take turns and share • Teach and scaffold conflict resolution • Encourage collaboration through group activities • Praise kindness, cooperation and empathy		

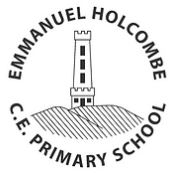


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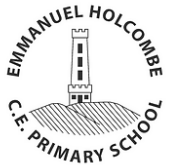


Physical Development			
Gross Motor			
Intent	Children will develop the strength, balance, coordination and control needed to move confidently and safely, supporting their physical health, independence and readiness for learning.		
Early Learning Goal	Negotiate space and obstacles safely with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.		
Sticky Knowledge	• Our bodies can move in different ways (run, jump, climb, balance) • Practice helps us get stronger and more coordinated • We need to move safely and be aware of space and others • Different movements require control and balance • Being active helps keep our bodies healthy		
Progression of Skills – Pre-School	What this looks like – Pre-School	Progression of Skills – Reception	What this looks like – Reception
- Runs, jumps and moves in a variety of ways - Begins climbing with support - Shows early balance (e.g. stepping over objects) - Begins to use large muscle movements (digging, painting, pushing) - Starts to take part in simple movement activities	- Runs and climbs confidently during outdoor play - Jumps off a low step and lands on two feet - Climbs over simple equipment with support - Uses large movements when painting or digging	- Moves confidently with coordination and control - Balances, climbs and travels safely over equipment - Combines movements with increasing fluency - Develops ball skills (throwing, catching, kicking) - Participates in group games and follows simple rules	- Climbs, balances and moves across equipment with control - Throws and catches a ball with increasing accuracy - Joins in team games and follows simple rules - Moves confidently, avoiding obstacles and others - Uses different movements smoothly (run, jump, climb)
Adult Role	• Provide regular opportunities for active movement indoors and outdoors • Model and teach safe movement and use of equipment • Encourage children to challenge themselves physically • Support coordination through structured and free play activities • Reinforce awareness of space and others		

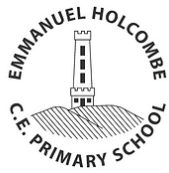


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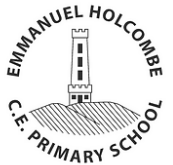


Personal, Social and Emotional			
Fine Motor			
Intent	Children will develop the strength, control and coordination needed to use small tools effectively, supporting writing, independence and precision in tasks.		
Early Learning Goal	Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.		
Sticky Knowledge	• We use our shoulder, arm, wrist and fingers together to control tools • A tripod grip helps us control a pencil • Some tools need more control (e.g. scissors, tweezers) • We need to apply the right amount of pressure • Practice helps our muscles become stronger and more controlled		
Progression of Skills – Pre-School	What this looks like – Pre-School	Progression of Skills – Reception	What this looks like – Reception
• Uses whole hand grasp when mark making • Begins to show hand dominance • Manipulates small objects (beads, tweezers) with increasing control • Begins to use scissors with support • Develops shoulder and arm strength through large movements	• Threads beads using both hands with growing control • Makes marks using chunky crayons or paint • Uses tweezers or tools to pick up small objects • Begins to use scissors with adult support	• Uses a developing tripod grip • Controls tools with increasing precision • Cuts along lines and simple shapes • Draws with recognisable detail • Forms letters with increasing accuracy and control	• Holds a pencil using a tripod grip when drawing or writing • Cuts out shapes with increasing independence • Uses paintbrushes and tools with control • Forms letters and simple words with growing accuracy
Adult Role	• Model correct grip and posture explicitly • Provide opportunities to develop shoulder, arm and wrist strength (large mark making, climbing, painting) • Offer a range of tools with increasing challenge • Support children to refine control and precision • Reinforce correct habits through modelling and guidance		

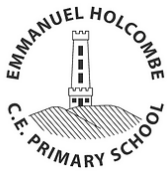


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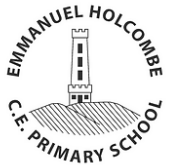


Literacy				
Comprehension				
Intent	Children will develop the ability to understand and talk about what they hear and read , building a love of stories and the foundations for reading comprehension.			
Early Learning Goal	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.			
Sticky Knowledge	• Stories have a beginning, middle and end • We can talk about what has happened in a story • Pictures and words help us understand meaning • We can predict what might happen next • New words help us understand stories better			
Progression of Skills – Pre-School		What this looks like – Pre-School	Progression of Skills – Reception	What this looks like – Reception
- Joins in with familiar stories and rhymes - Shows interest in books and pictures - Begins to recall simple events from stories - Talks about characters or pictures with support - Answers simple questions about what they have heard		- Joins in with repeated phrases in stories - Talks about what is happening in pictures - Remembers a simple event, e.g. “The wolf blew the house down” - Answers simple questions about a story	- Retells stories in sequence using their own words - Talks about characters, settings and events in detail - Predicts what might happen next - Uses recently introduced vocabulary in discussion - Demonstrates understanding through talk and play	- Retells a familiar story using small world or role play - Explains what has happened in a story - Predicts events, e.g. “I think he will...” - Uses new vocabulary when talking about stories - Answers questions with increasing detail
Adult Role	• Read regularly and model enthusiasm for stories • Introduce and revisit key vocabulary • Ask questions to develop understanding and thinking • Encourage children to retell and discuss stories • Use stories to support language development across provision			

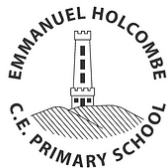


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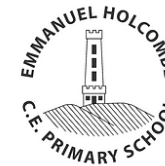


Literacy			
Word Reading			
Intent	Children will develop the ability to read words by applying phonics knowledge , building fluency, confidence and a strong foundation for reading.		
Early Learning Goal	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.		
Sticky Knowledge	• Letters represent sounds • We can blend sounds together to read words • Some words are tricky and we just know them • We read from left to right • Practice helps us read more fluently		
Progression of Skills – Pre-School	What this looks like – Pre-School	Progression of Skills – Reception	What this looks like – Reception
- Shows interest in print and books - Recognises familiar logos or their own name - Joins in with rhymes and repeated sounds - Begins to identify initial sounds in words - Develops awareness of rhyme and rhythm	- Recognises their name card at self-registration - Joins in with rhymes and repeated phrases - Identifies initial sounds, e.g. “b for ball” - Shows interest in books and print in the environment	- Recognises and says sounds for taught phonemes - Blends sounds to read simple words (CVC) - Reads words and simple sentences matched to phonics knowledge - Recognises and reads tricky words fluently - Re-reads books to build fluency and understanding	- Blends sounds to read words, e.g. c-a-t → cat - Reads simple captions and sentences - Recognises tricky words on sight - Reads a familiar book with increasing fluency - Uses phonics to attempt unfamiliar words
Adult Role	• Deliver high-quality, consistent phonics teaching • Model sound blending clearly • Provide regular opportunities for reading practice • Reinforce tricky words through repetition • Ensure books are matched to phonics knowledge		

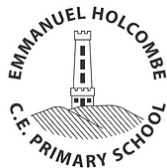


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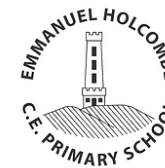


Literacy			
Writing			
Intent	Children will develop the ability to communicate ideas through writing , using their phonics knowledge, mark making and growing control, building confidence and independence as writers.		
Early Learning Goal	Write recognisable letters, most of which are correctly formed. 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.		
Sticky Knowledge	• Writing is a way to share ideas and meaning • Words are made up of sounds • We can segment sounds to spell words • Sentences are made up of words • We leave spaces between words		
Progression of Skills – Pre-School	What this looks like – Pre-School	Progression of Skills – Reception	What this looks like – Reception
• Gives meaning to marks made • Makes marks using a range of tools • Begins to control mark making • Attempts letter-like shapes • Begins to write some letters from their name	• Makes marks and says what they represent • Draws a picture and adds marks to give meaning • Attempts to write their name or familiar letters • Uses writing in play (e.g. lists, notes)	• Writes recognisable letters with increasing accuracy • Segments sounds to write simple words (CVC) • Writes captions and simple sentences • Uses finger spaces between words • Begins to use capital letters and full stops	• Writes simple words using phonics knowledge • Writes captions, e.g. “The dog ran” • Writes simple sentences independently • Uses spaces between words • Re-reads writing to check meaning
Adult Role	• Model writing for a purpose across the environment • Support children to segment sounds for spelling • Reinforce correct letter formation and grip • Provide opportunities for meaningful writing in play • Encourage children to re-read and improve their writing		

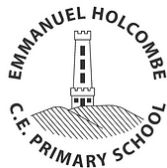


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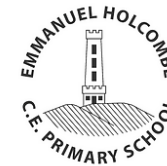


Mathematics			
Number			
Intent	Children will develop a deep understanding of number, quantity and composition , building fluency and confidence through a Mastering Number approach.		
Early Learning Goal	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts.		
Sticky Knowledge	• Numbers tell us how many • We can subitise small amounts without counting • Numbers can be made in different ways • The last number we say tells us how many altogether • Some number facts can be remembered and recalled		
Progression of Skills – Pre-School	What this looks like – Pre-School	Progression of Skills – Reception	What this looks like – Reception
- Notices small quantities (1–3) - Joins in with counting rhymes and songs - Begins to count objects with support - Recognises when groups have more or fewer - Begins to match objects one-to-one	- Counts objects during play, touching each one - Joins in with number rhymes using actions - Shows small amounts using fingers - Identifies which group has “more”	- Subitises amounts to 5 and beyond - Counts accurately using one-to-one correspondence - Understands composition of numbers to 10 - Recalls number bonds to 5 and some to 10 - Compares quantities using mathematical language	- Recognises groups of objects without counting - Explains how numbers can be made, e.g. “5 is 3 and 2” - Uses fingers or objects to represent numbers - Recalls number facts such as doubles or bonds - Compares groups using “more”, “fewer” and “equal”
Adult Role	• Deliver consistent Mastering Number sessions • Use manipulatives to develop deep understanding • Model mathematical language clearly • Encourage children to explain their thinking • Provide opportunities to revisit and embed key concepts		

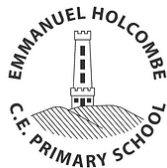


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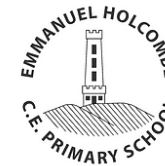


Mathematics			
Numerical Patterns			
Intent	Children will develop the ability to recognise, create and describe patterns and relationships between numbers , building fluency and a deeper understanding of mathematical structure.		
Early Learning Goal	Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or equal to another. Explore and represent patterns within numbers up to 10, including doubles and how quantities can be distributed equally.		
Sticky Knowledge	• Patterns repeat and follow a rule • We can spot and continue patterns • Numbers follow a sequence • We can compare more, fewer and equal • Numbers have patterns within them (e.g. doubles)		
Progression of Skills – Pre-School	What this looks like – Pre-School	Progression of Skills – Reception	What this looks like – Reception
- Joins in with number rhymes and counting songs - Notices simple patterns in the environment - Begins to sort objects by one feature - Creates simple repeating patterns with support - Begins to compare quantities using “more” and “fewer”	- Joins in with counting songs using actions - Creates a simple pattern (e.g. red, blue, red, blue) - Sorts objects by colour or size - Identifies which group has more or fewer	- Recognises and continues repeating patterns - Creates more complex patterns independently - Counts beyond 20 and recognises number patterns - Compares quantities confidently using mathematical language - Explores number patterns such as doubles and equal groups	- Continues and creates repeating patterns independently - Identifies and explains patterns in numbers - Counts beyond 20, recognising number sequences - Compares groups using “more”, “fewer” and “equal” - Explains simple number patterns, e.g. doubles
Adult Role	• Model and highlight patterns in the environment • Use language to describe and explain patterns • Encourage children to predict and continue patterns • Provide opportunities to explore sorting and comparing • Support children to explain their thinking		

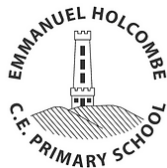


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Pre-School & Reception Progression Map

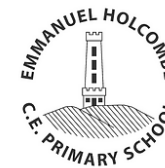


Mathematics			
Shape, Space & Measure			
Intent	Children will develop the ability to recognise, describe and manipulate shapes, explore space and compare measures , building spatial awareness and mathematical language through practical experiences		
Outcome	Develop a range of mathematical language to describe and compare size, shape, length, weight and position.		
Sticky Knowledge	• Shapes have names and properties (e.g. sides, corners) • We can describe where things are using positional language • We can compare size, length, weight and capacity • Shapes can be used to build and create • We can solve problems by moving and fitting shapes		
Progression of Skills – Pre-School	What this looks like – Pre-School	Progression of Skills – Reception	What this looks like – Reception
- Names simple 2D shapes (circle, square, triangle) - Uses simple positional language (e.g. under, behind) - Explores shapes through play and building - Compares objects by size (big/small) - Explores weight and capacity through play	- Names shapes during play, e.g. “circle” - Builds simple models using shapes - Uses positional language, e.g. “under the table” - Compares objects, e.g. “big” and “small” - Explores water and containers, noticing full/empty	- Recognises and names 2D and some 3D shapes - Uses positional and directional language confidently - Compares length, weight and capacity using mathematical language - Manipulates shapes to build and solve problems - Explores spatial reasoning through construction and play	- Names and describes shapes using properties - Uses language such as “next to”, “behind”, “on top of” - Compares objects using language such as “longer”, “heavier”, “full” - Builds and adapts models using different shapes - Solves simple spatial problems through play
Adult Role	• Model and use mathematical language consistently • Provide opportunities to explore shape, space and measure through play • Encourage children to describe and explain what they see • Support problem solving and spatial reasoning • Use questioning to deepen understanding		

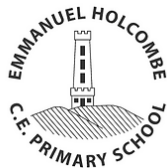


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Pre-School & Reception Progression Map

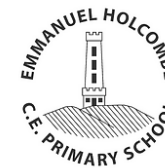


Understanding the World			
Past and Present			
Intent	Children will develop an understanding of time, change and their own experiences , helping them to make sense of the world and talk about the past and present.		
Early Learning Goal	Talk about the lives of people around them and their roles in society. 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 and storytelling.		
Sticky Knowledge	• The past is something that has already happened • We can talk about our own experiences • Things can change over time • Some things happened a long time ago • Stories can help us understand the past		
Progression of Skills – Pre-School	What this looks like – Pre-School	Progression of Skills – Reception	What this looks like – Reception
• Talks about familiar people and events • Notices changes in routines or environment • Uses simple time language (now, later) • Begins to talk about recent experiences • Recognises familiar people and roles	• Talks about family members, e.g. “This is my mummy” • Describes something that has happened, e.g. “I went to the park” • Notices change, e.g. “It’s raining today” • Uses simple time language such as “now” or “later”	• Talks about past events in their own life • Understands the difference between past and present • Describes how things change over time • Sequences simple events • Talks about people and their roles in society	• Talks about a past event, e.g. “Yesterday I went...” • Explains how things have changed, e.g. “I was a baby, now I am bigger” • Sequences events, e.g. “First... then...” • Talks about roles, e.g. “A doctor helps people” • Uses stories to talk about the past
Adult Role	• Use stories to introduce concepts of past and present • Encourage children to talk about their own experiences • Model and extend time-related language • Ask questions to support sequencing and recall • Provide opportunities to explore change over time		

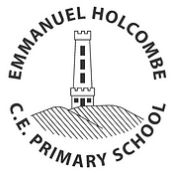


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Pre-School & Reception Progression Map

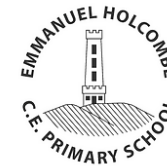


Understanding the World			
People, Culture & Communities			
Intent	Children will develop an understanding of people, communities and the wider world , recognising similarities and differences and building respect for others.		
Early Learning Goal	Describe their immediate environment using knowledge from observation, discussion, stories and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 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.		
Sticky Knowledge	• People live in different ways • Families and communities can be different and similar • People have different beliefs, traditions and celebrations • We should show respect and kindness to others • Places in our community are special and important		
Progression of Skills – Pre-School	What this looks like – Pre-School	Progression of Skills – Reception	What this looks like – Reception
• Talks about familiar people and family • Shows interest in people who help them • Begins to notice differences between people • Talks about familiar routines and experiences • Shows curiosity about the world around them	• Talks about family members, e.g. “This is my sister” • Recognises people who help them, e.g. teacher or doctor • Notices differences, e.g. clothes or appearance • Talks about places they visit, e.g. park or shop	• Talks about their own environment and community • Recognises similarities and differences between people and places • Understands that people have different beliefs and celebrations • Talks about special places in their community • Begins to compare life in this country with others	• Talks about their home and community • Describes a celebration, e.g. Christmas, Eid, Diwali • Recognises differences and similarities between people • Talks about places in the community and why they are important • Compares environments, e.g. “It is hot in that country”
Adult Role	• Provide opportunities to explore different cultures and communities • Use stories and experiences to introduce diversity • Model respectful language and attitudes • Encourage discussion about similarities and differences • Build children’s understanding of their local environment		

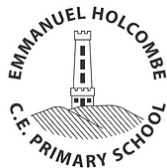


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Pre-School & Reception Progression Map

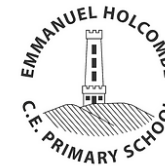


Understanding the World				
The Natural World				
Intent	Children will develop an understanding of the natural world around them , observing change, exploring living things and developing curiosity about how things grow and change.			
Early Learning Goal	Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments. Understand some important processes and changes in the natural world, including seasons and changing states of matter.			
Sticky Knowledge	• The natural world includes plants, animals and environments • Things in the natural world can change over time • Living things need care to grow and survive • Weather and seasons affect the world around us • We can observe and talk about what we see			
Progression of Skills – Pre-School		What this looks like – Pre-School	Progression of Skills – Reception	What this looks like – Reception
• Notices features of the environment (e.g. trees, animals, weather) • Explores natural materials using senses • Shows curiosity about living things • Begins to talk about what they see • Names some common animals or plants		• Points to features in the environment, e.g. “tree” or “bird” • Talks about weather, e.g. “It’s raining” • Explores natural materials such as leaves, water or soil • Shows interest in animals and plants	• Observes and describes the natural world in detail • Understands simple life cycles (e.g. plants, animals) • Talks about seasonal changes • Makes simple predictions about natural processes • Compares environments and living things	• Describes what they see outdoors, e.g. weather or plants • Explains simple processes, e.g. “The plant grew because we watered it” • Talks about seasons and changes over time • Makes predictions, e.g. “The ice will melt” • Compares environments, e.g. hot vs cold places
Adult Role	• Provide regular opportunities to explore the outdoor environment • Encourage observation, questioning and discussion • Introduce and reinforce scientific vocabulary • Support children to notice and talk about change over time • Model curiosity and exploration			

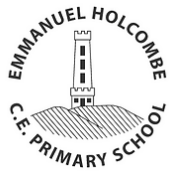


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Pre-School & Reception Progression Map

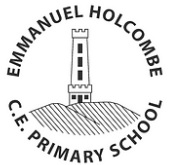


Understanding the World				
Technology (Technology sits within Understanding the World. We've identified an end point that reflects how children use technology purposefully to support learning, rather than treating it as a separate subject.)				
Intent	Children will develop an understanding of technology and how it is used in everyday life , using simple devices purposefully to support learning, communication and exploration.			
Outcome	Children recognise that technology is used in everyday life and can be used for different purposes. They use simple devices confidently to support their learning, such as taking photographs, recording ideas and completing tasks. Children understand that technology responds to instructions and begin to use it safely and appropriately to share their learning.			
Sticky Knowledge	• Technology is used in everyday life • We can use technology to do different jobs • We give technology instructions and it responds • Technology can help us record and share learning • We need to use technology safely and responsibly			
Progression of Skills – Pre-School		What this looks like – Pre-School	Progression of Skills – Reception	What this looks like – Reception
• Explores simple technology (e.g. pressing buttons, cause and effect toys) • Understands that actions cause things to happen • Shows interest in technology used at home and school • Uses simple digital tools with adult support		• Presses buttons to make toys light up or move • Uses simple devices with adult support • Talks about technology they use at home • Shows curiosity about how things work	• Uses technology for a purpose (e.g. taking photos, recording voice) • Uses simple apps or programs to complete tasks • Understands basic functions of devices • Uses technology independently to support learning • Begins to use technology safely and appropriately	• Takes photos of work using a tablet • Records their voice explaining learning • Uses Seesaw to upload work (drawing, typing, recording) • Completes simple tasks using apps or devices • Talks about using technology safely
Adult Role	• Model purposeful use of technology across the curriculum • Teach children how to use devices safely and responsibly • Provide opportunities to use technology to record and share learning • Support children to understand cause and effect • Ensure technology enhances, not replaces, hands-on learning			

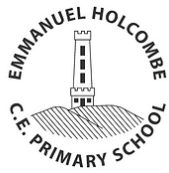


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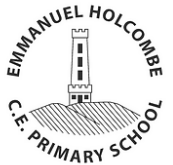


Expressive Arts & Design			
Creating with Materials			
Intent	Children will develop the ability to explore, create and express ideas using a range of materials , building creativity, control and confidence.		
Early Learning Goal	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.		
Sticky Knowledge	• We can use different materials to create and make • Tools help us change and shape materials • We can choose colours and textures for a purpose • We can talk about what we have made • We can improve our work by trying different ideas		
Progression of Skills – Pre-School	What this looks like – Pre-School	Progression of Skills – Reception	What this looks like – Reception
• Explores a range of materials and tools • Makes marks and simple creations • Begins to choose colours and materials • Uses tools with support • Shows interest in creating and making	• Uses paint, crayons or collage materials freely • Explores textures such as glue, sand or playdough • Makes simple models or pictures • Talks about what they have created	• Uses a range of materials and tools with control • Selects materials for a purpose • Combines materials to create • Explains what they have made and how • Begins to refine and improve their work	• Chooses materials independently for a task • Creates models or artwork with increasing detail • Talks about their process, e.g. “I used this because...” • Adapts work based on ideas or feedback
Adult Role	• Provide a wide range of open-ended materials • Model how to use tools safely and effectively • Encourage children to explore and experiment • Support children to talk about their creations • Value the process over the final product		



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Pre-School & Reception Progression Map



Expressive Arts & Design			
Being Imaginative & Expressive			
Intent	Children will develop the ability to use imagination to create, explore and express ideas , through role play, storytelling, music and performance		
Early Learning Goal	Invent, adapt and recount narratives and stories with peers and teachers. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and try to move in time with music.		
Sticky Knowledge	• We can use our imagination to create ideas and stories • We can act out and pretend in play • We can use our voice and body to perform • Music and rhythm help us move and express ourselves • We can remember and retell songs and stories		
Progression of Skills – Pre-School	What this looks like – Pre-School	Progression of Skills – Reception	What this looks like – Reception
- Engages in simple pretend play - Joins in with songs and rhymes - Uses actions and sounds in play - Begins to act out familiar experiences - Shows enjoyment in music and movement	- Pretends to cook, clean or care for dolls - Joins in with familiar songs and actions - Uses simple props in imaginative play - Moves to music with enthusiasm	- Creates and develops imaginative play scenarios - Retells and adapts stories through play - Sings songs and performs with confidence - Uses movement in time with music - Works with others to create shared narratives	- Acts out stories with peers - Uses role play to create extended narratives - Sings songs confidently in a group - Performs actions and movements to music - Uses props and language to develop imaginative ideas
Adult Role	• Provide rich opportunities for imaginative play • Model storytelling, role play and performance • Encourage children to develop and extend ideas • Introduce songs, rhymes and musical experiences • Support collaboration and shared play		