



EYFS at Gretton Primary School

Continuous Provision Progression

The document below outlines the progression of skills across the areas of our provision.

Enhancements for each area have not been included on this document as these are led by the children's needs and interests.

Enhancements also vary depending on weekly learning.

Continuous Provision Progression

Role Play and Small World:

Communication and language – Speaking: ‘Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.’

Literacy – Comprehension: ‘Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.’

Expressive Arts & Design- Creating with Materials: ‘Make use of props and materials when role playing characters in narratives and stories.’

Expressive Arts & Design - Being Imaginative and Expressive: ‘Invent, adapt and recount narratives and stories with peers and their teacher’

Understanding the World – Past and Present: ‘Talk about the lives of the people around them and their roles in society’

Building relationships: ‘Work and play cooperatively and take turns with others’

Autumn Terms 1 & 2	Spring Terms 3 & 4	Summer Terms 5 & 6
Role play simple domestic situations that the child is familiar with Domestic role play	Role play simple everyday situations they have experience of Shop / Café / School	Role play more specific situations Garden Centre/ Opticians/ Aquarium Fairy-tale castle/ car garage/ train station/ bus
<p>Can retell a simple past event in correct order</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>Engages in imaginative role-play based on own first-hand experiences.</p>	<p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Uses talk in pretending that objects stand for something else in play e.g. 'This box is my castle.'</p> <p>Engages in imaginative role-play based on own first-hand experiences.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>Uses available resources to create props to support role-play.</p>	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Create simple representations of events, people and objects.</p> <p>Children are able to decide which role they might want to play and learn how to negotiate, be patient and solve conflicts.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>

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Construction:

Physical Development - Gross motor skills: ‘Negotiate space and obstacles safely, with consideration for themselves and others’

Physical Development - Fine motor skills: ‘Use a range of small tools’

Expressive Arts & Design- Creating with Materials: ‘Make use of props and materials when role playing characters in narratives and stories.’

Expressive Arts & Design - Being Imaginative and Expressive: ‘Invent, adapt and recount narratives and stories with peers and their teacher’

Understanding the World – Past and Present: ‘Talk about the lives of the people around them and their roles in society’

Building relationships: ‘Work and play cooperatively and take turns with others’

Autumn Terms 1 & 2	Spring Terms 3 & 4	Summer Terms 5 & 6
Early building Transporting blocks Large construction toys Construction toys with low pressure joins	Bridging Enclosing Construction toys with mid pressure joins	Building complex structures which provide the foundations for elaborate play Construction toys with high pressure joins
Can stack blocks	Can construct roofs on buildings	Can build settings from which to create stories
Can move blocks and bricks around	Can create small structures to enclose items e.g. animals	Can build structures using Kinex, marble run, nuts and bolts, Polydron
Can build simple, familiar structures using DUPLO	Can build a simple train track circuit	Can build a simple train track circuit involving bridges and different gradients
Can build a simple train track in a line	Can build structures using Lego, Mobilo, Octoplay, Popoids	Can build complex structures using a range of loose parts in the outdoor area
Can build structures using Interstar Sticky Blocks and Magnetic tiles	Can build structures using a range of loose parts in the outdoor area	Can construct a simple den in the outdoor area
Can build using large, foam bricks in the outdoor area	Can complete more complex jigsaws	
Can complete simple jigsaws		

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Sand:

Physical Development - Gross motor skills: ‘Negotiate space and obstacles safely, with consideration for themselves and others’, ‘Demonstrate strength, balance and coordination when playing’

Physical Development - Fine motor skills: ‘Use a range of small tools’

Maths – Numerical patterns: ‘Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity’

Autumn Terms 1 & 2	Spring Terms 3 & 4	Summer Terms 5 & 6
Use hands to manipulate sand	Use large toys and tools to manipulate sand	Use small toys and tools to manipulate sand Use tools to manipulate wet sand
Can use hands to mould, scoop, bury and mix	Can use tubs, pots, plastic scoops and small digger toys to dig	Can use long and short handled spades to dig
Can use pots and cups of various sizes to move sand	Can use hard plastic shapes to mould sand	Can use large sandpit digger to dig and move sand
Can use plastic buckets and sieves to pour	Can use jugs and cups with handles and spouts to pour sand	Can use silicon moulds and ice cube trays to mould
	Can use bottles with wide necks to pour sand	Can use bottles with narrow openings and tea strainers to pour and sieve
	Can use wide paint brushes to bury and cover objects	Can use small paintbrushes and silicon pastry brushes to bury and cover
	Can use small wooden spoons and spatulas to mix	Can mix wet sand with a variety of tools

Water:

Physical Development - Fine motor skills: ‘Use a range of small tools’

Maths – Numerical patterns: ‘Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity’

Communication and language – Speaking: ‘Offer explanations for why things might happen, making use of recently introduced vocabulary’

Understanding the World – The Natural World: ‘Understand some important processes and changes in the natural world around them, including changing states of matter’

Autumn Terms 1 & 2	Spring Terms 3 & 4	Summer Terms 5 & 6
Natural liquid state	Viscosity altered	Viscosity altered Solid
Can use pots and cups of various sizes to move water	Can use bottles with large necks to pour water	Can use bottles with small necks to pour water
Can use plastic water wheels	Can use smaller spoons to transport water	Can use pipettes and syringes to transport water
Can use large plastic buckets and funnels to pour water	Can use sponges to transfer water to containers	Can use small tools to rescue objects from ice
Can explore the effect of dropping a range of objects	Can carefully transport water beads	Can use pipes and tubes to create a water wall
Can mark make using large brushes	Can explore which objects float and sink	

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Creative Area:

Physical Development – fine motor skills: ‘Use a range of small tools, including scissors, paint brushes’

Expressive Arts & Design – Creating with materials: ‘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’

Expressive Arts & Design - Being Imaginative and Expressive: ‘Perform songs, rhymes, poems and stories with others, and – when appropriate’

Autumn Terms 1 & 2	Spring Terms 3 & 4	Summer Terms 5 & 6
Use large chalks, crayons, large paintbrushes to mark make	Use bingo dabbers, pens and pencils to mark make	Use stencils and tracing paper to mark make
Show curiosity when exploring new materials, experiences, textures etc.	Show curiosity when exploring new materials, experiences, textures etc.	Select resources and equipment with independence
Use 3D shapes and vegetables to stamp	Use stampers	Use cotton buds to stamp
Explore a range of instruments	Use beater in the music area to combine sounds	Use split pins to join
Use cellotape and masking tape to join	Use elastic bands and string to join	

Modelling:

Physical Development – fine motor skills: ‘Use a range of small tools, including scissors, paint brushes’

Expressive Arts & Design – Creating with materials: ‘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’

Autumn Terms 1 & 2	Spring Terms 3 & 4	Summer Terms 5 & 6
Play dough	Play dough/clay	Plasticine
Develop muscle control by manipulating playdough by rolling, cutting, pinching etc.	Can make something that they can give meaning to	Make something with clear intentions using a variety of techniques and shapes to sculpt.
Poke the playdough with tools	Develop ability to twist, pull, pinch, poke etc.	Have developed good control over skills such as twisting, pulling, poking, pinching etc.
Bang and pound the playdough to form different shapes	Roll a sausage shape into a coil and roll dough into a ball	Use tools such as plastic knives to cut and mould
Use simple tools such as a rolling pin and cutters. Rolling out and cutting out forms and begin to “pretend” with them	Add details such as mouth and eyes	Create people and things in a vertical position and become skilled in joining
Roll a sausage shape with playdough		Pay attention to details and create designs that have patterns

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Book Corner:

Communication and Language – Speaking: ‘Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher’

Literacy – Comprehension: ‘Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary’, ‘Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play’

Understanding the World – Past and Present: ‘Understand the past through settings, characters and events encountered in books read in class and storytelling’

Understanding the World – People, Culture and Communities: ‘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’

Expressive Arts & Design – Being Imaginative and Expressive: ‘Invent, adapt and recount narratives and stories with peers and their teacher’

Autumn Terms 1 & 2	Spring Terms 3 & 4	Summer Terms 5 & 6
Enjoy stories and books by looking at pictures Explain how we can look after books Realise that print has meaning Act out/ use hand puppets to recreate familiar stories	Can carefully turn pages in a book, one page at a time Engage in and talk about selected fiction/ nonfiction books to develop new knowledge and vocabulary Act out/ use finger puppets to retell a variety of stories, with attention to detail regarding characters etc.	Talk about and discuss a variety of fiction/nonfiction books using a wide range of vocabulary Realise the difference between fiction and nonfiction books Invent their own stories and/or adapt known stories and act them out