



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, familiar domestic and real-life situations based on first-hand experiences (e.g. home routines).	Role play everyday situations drawn from children’s experiences with increasing imagination.	Create and sustain role play based on a range of real and imagined situations
<p>Begins to imitate adult actions and observed behaviours in play.</p> <p>Can retell a simple past event in basic sequence through play.</p> <p>Uses simple vocabulary linked to familiar people, objects and routines.</p> <p>Plays alongside others engaged in the same theme.</p> <p>Notices what adults do and imitates this in play, sometimes independently.</p> <p>Engages in imaginative play based on first-hand experiences with adult support.</p> <p>Uses objects mostly for their intended purpose.</p>	<p>Uses objects symbolically to represent something else (e.g. “This box is my car”).</p> <p>Begins to build simple narratives based on own experiences.</p> <p>Builds a broader vocabulary reflecting their experiences and play themes.</p> <p>Uses talk to organise play, explain roles and develop ideas with others.</p> <p>Plays cooperatively with others to develop and act out narratives.</p> <p>Begins to take on roles and sustain play without adult direction.</p> <p>Engages in imaginative role play, introducing own ideas and adaptations.</p> <p>Begins to create simple props using available resources.</p>	<p>Selects and adapts materials flexibly to represent ideas, roles and environments.</p> <p>Develops and sustains detailed storylines with a clear structure (beginning, middle, end).</p> <p>Extends vocabulary, exploring meanings of new words and using more complex language.</p> <p>Uses language to imagine, recreate roles, explain thinking and solve problems in play.</p> <p>Negotiates roles, takes turns, and manages conflicts within play independently.</p> <p>Independently initiates, leads and adapts play scenarios with peers.</p> <p>Can show flexibility in thinking, adapting storylines, roles and outcomes during play.</p> <p>Creatively combines materials to design and construct props and play environments.</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
Exploration & Basic Construction	Joining, Enclosing & Problem-Solving	Design, Complexity & Purposeful Construction
<p>Engages in early building, transporting and stacking.</p> <p>Uses large blocks and construction materials with low-pressure joins.</p> <p>Can stack and balance blocks vertically.</p> <p>Moves and transports materials safely.</p> <p>Builds simple, familiar structures (e.g. towers, houses).</p> <p>Constructs simple train tracks in a line.</p> <p>Uses construction materials for intended purposes.</p> <p>Explores materials through trial and error.</p> <p>Completes simple puzzles and construction challenges.</p> <p>Plays alongside others.</p>	<p>Constructs with increasing control, adding features such as roofs and enclosures.</p> <p>Uses a wider range of construction systems with mid-level joins.</p> <p>Can construct simple roofs and stable structures.</p> <p>Begins to plan and adapt structures during play.</p> <p>Creates enclosed spaces (e.g. pens, rooms, garages).</p> <p>Builds continuous circuits (e.g. train tracks).</p> <p>Begins to combine materials and adapt their use.</p> <p>Solves simple problems (e.g. how to make structures stable).</p> <p>Completes more complex construction tasks and puzzles.</p> <p>Begins to collaborate and share ideas.</p>	<p>Designs and builds complex structures for a clear purpose or narrative.</p> <p>Uses a variety of materials including high-pressure joins and loose parts.</p> <p>Builds stable, complex structures with multiple components.</p> <p>Plans, tests and modifies designs to achieve an outcome.</p> <p>Creates detailed environments/settings to support storytelling.</p> <p>Builds complex circuits with bridges, gradients and connections.</p> <p>Selects and combines materials creatively and flexibly.</p> <p>Demonstrates resilience and problem-solving in complex builds.</p> <p>Applies spatial reasoning and design thinking across projects.</p> <p>Works collaboratively to plan, build and evaluate together.</p>

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