



EYFS Continuous Provision Progression



		Emerging	Developing	Extended
Small world	Imitates and represents objects as another	• Imitates sounds (e.g. animals) • Represents objects as what they are	• Represents objects as different objects • Explains what they are (e.g. this is my princess) • Talks expressively about the object they have represented as something else	• Represents a range of resources as chosen objects • Able to find a resource for a given purpose to fit in with their narrative
	Represents an environment	• Represent an environment that they are familiar with	• Represent/create environments from stories	• Create an environment that they have created/ imagined • Children design and imagine their own story setting
	Creates narrative around play	• Explains their actions in small world play (e.g., pretend the man is walking)	• Uses some story language in their play - familiar lines from stories, familiar story themes	• Uses story language and story features to create a narrative of their own •
	Recall past events	• Reacts their experiences through a narrative	• Articulates thoughts and feelings through narrative	• Able to intertwine their own experiences with the experiences of others • Creates shared narratives



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Construction	Creates a structure	• Uses resources to build towers. • Builds vertical models	• Uses resources to construct buildings/ vehicles • Positions resources both vertically and horizontally • Builds models replicating those in real life	• Combines resources to create a structure • Builds more elaborate structures. • Includes systems (e.g. pathways, roads, bridges etc.) and adds detail to structure • Ensures model is stable
	Spacial awareness	• Constructs in a large space with large blocks • Constructs in a small space with small blocks	• Connects buildings and structures (e.g. putting a road between buildings). • Select the appropriately sized blocks/construction resources for their chosen purpose. • Select the appropriately sized blocks/construction resources for chosen workspace. • Understands safety elements (e.g. if tower is taller than themselves then it might hurt them if it falls)	• Build a house/model with different rooms or different parts • Uses smaller blocks/ construction tools to create intricate structures • Joins materials using a range of resources
	Creates with a purpose in mind	• Has an idea about what they will build before they begin to construct • Selects resources they need as they go	• Knows what they want to build when they begin to construct • Plans what they will do and what they will use to create and construct • Talks about what/ how they have created	• Change, adapt and modify model to serve a purpose • Combine construction resources to create model • Creates and draws a design before they construct • Writes a list of resources needed to construct



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Home corner / role play	Expresses emotions and feelings	• Laughs and smiles in role. • Pretends to cry in role	• Expresses some emotions through role play • Shows an awareness of the feelings of other 'characters' feelings in joint role play • Finds solutions to conflict/problems	• Expresses a range of emotions through role play • Shows understanding of own and of others feelings • Responds to scenarios in role play with empathy
	Acts in a role	• Plays in role as themselves in situations that are within their experience • Acts out common scenarios	• Dresses in different outfits to become different characters • Uses props to develop their chosen character role • Acts out both familiar and imaginative scenarios	• Plays as different roles. • Uses different voices and expressions • Takes on a range of roles confidently
	Creates narrative around play	• Talks about and explains their actions in role play	• Uses some story language in their play - familiar lines from stories, familiar story themes • Describes what they are doing in their role play	• Uses story language and story features to create a narrative of their own • Creates shared narratives
	Recalls past events	• Reacts their experiences through a narrative	• Articulates thoughts and feelings through narrative	• Able to intertwine their own experiences with the experiences of others



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Malleable	Rolling	• Uses rolling pin to roll dough/ clay	• Uses rolling pin to flatten dough/ clay with some necessary pressure •	• Uses rolling pin to roll dough/clay flat with pressure • Ensures they have rolled dough to desired size/ shape •
	Moulding	• Uses hands to flatten dough/ clay • Uses hands to squash, bend, twist, roll and stretch dough/ clay	• Explores the way tools create different textures	• Chooses tools to create a desired shape, size, texture • Uses imagination to plan what to create and to organise resources needed to create desired intention
	Cutting	• Tears dough/ clay with fingers • Splits up dough using hands	• Uses cutters to cut out shapes in dough/ clay • Uses tools to cut away excess dough	• Uses cutting tools to create a desired shape • Uses cutting tools to cut away any excess dough/ clay
	Shaping	• Squashes dough with hands and fingers to shape it	• Smooths dough with hands/ fingers to shape it • Rolls dough in hands to shape it	• Uses tools to add detail • Creates more intricate shapes • Able to use tools to manipulate dough/ clay to add detail



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Creative	Cutting	• Uses scissors with two hands to cut a piece of paper • Tears materials to make them the desired size/ shape • Begins to make snips in paper	• Some control over scissors to cut materials • Holds scissors correctly • Makes holes using a hole puncher	• Uses scissors with increased control to cut out a desired shape • Uses scissors to cut thicker materials such as card
	Fixing / Joining	• Explores fastening resources together using available resources	• Fastens paper and card together with success • Beginning to explore techniques to join thicker materials	• Plans how they will fasten things together • Checks that fastening is secure • Selects media to achieve desired effect
	Stick / Collage	• Uses glue to attempt to stick but may not be secure • Able to use glue to fasten paper/ thin resources together • Sticks objects randomly onto paper/ card	• Able to use glue/tape to fasten thicker materials together • Sticks carefully selected items together to achieve desired purpose • Uses sticking resources to explore creating different textures	• Make decisions about what they will use to stick - which will be most effective way to stick? • Controls glue spatula to spread glue • Makes decisions about what the correct amount of tape/ glue to use is



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Painting	Mixing	Experiments with colour mixing but with no intention to mix a certain colour	- Uses primary colours to mix secondary colours - Explores the properties of colours as they mix - Mixes colour for a desired purpose	- Experiments with different tones and shades - Makes choices about what colours they will mix - Mixes an intended colour for an intended purpose
	Printing	- Explores printing with different objects - Prints randomly on paper - Puts printing tool into paint then prints on paper	- Paints onto chosen printing tool before printing - Takes time when printing	- Prints to create patterns and pictures - Prints with a range of colours. - Carefully plans where they will print and what they will print
	Mark making / Painting	- Covers the paper in paint - Paints in random directions	- Uses horizontal and vertical brush strokes to paint - Paints a desired picture - Gives meaning to the marks that they make	- Express their thoughts and ideas with paint - Observes objects on display when painting and responding with paint - Uses a range of movements and brush strokes to paint



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Water	Pouring	• Tips to pour quickly • Drops objects into the water • Observes as they pour water from container to container • Observes the way water moves	• Pours slowly into an intended place (e.g.: - Back into the tray or in another container as not to lose any	• Pours an amount of water into a chosen container • Pours with increased accuracy with less spilling
	Filling	• Fills containers until they overflow • Randomly fills different containers	• Fills containers with increasing control. • Fills containers with a desired amount	• Fills a container to their intended point of fill • Starting to read scales when filling
	Transporting	• Explores the way water moves and is transported • Tries to catch water as it is transported	• Explores using a range of resources and techniques to transfer water for example pipets	• Spills little or no water when transporting • Does not fill the container to the top - shows an awareness of how much they can carry without spilling • Plans and uses the most effective ways to transport water to avoid spillages
	Mixing	• Explores the way water moves as they mix and stir it • Spills some water when mixing	• Mixes slowly as not to spill • Increased control when mixing • Mixes with a goal in mind for example to make potions	• Understands what will happen to the water when they mix it • Loses little or no water when mixing



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Expressive Arts	Dance	• Copy simple movements • Responds when asked about dance and performing arts • Shows an interest in watching dance and performing arts	• Watch and talk about dance and performing arts • Copy simple movements and begin to make up dances	• Express their feelings and responses on dance and performing arts • Move to and talk about dance and performing arts • Make up simple dances on own or with others
	Imagination	• Chooses to be a particular character • Use an object to represent something else • Asks for help in finding props to assist with play • Make simple models to represent people, animals, objects	• Plays cooperatively with others in role play • Apply own experiences and knowledge to play • Begins to find props to assist with play • Develop own ideas and choose which materials to build or make	• Develops storylines in play • Apply new vocabulary learnt in role play • Apply own experiences and knowledge to storylines • Adapt own ideas to accommodate others • Confidently finds props to assist with play • Confidently make props to assist play experiences or make representations
	Music	• Sing in a group or on their own and recall most of the words • Sings or requests favourite songs • Explores instruments and the way they sound • Listen with increased attention to sounds	• Sing in a group or on their own with increasing confidence and recall of words • Listen with increased attention to music • Begin to talk about preferences • Begin to tap out a rhythm with hands or an instrument	• Sing in a group or on their own, increasingly matching the pitch and following the melody • Listen attentively to music • Discuss changes and patterns in music • Talk about why they like a particular song • Engage and explore music making and perform with others or in a group



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Writing	Marks	- Controls scribbles - Draws circles. Lines and other patterns	- Understands that writing and drawing are different - Is aware of directionality - Name and write recognisable letters	- Becomes aware of letter/sound connections - Writes recognisable letters/words/phrases
	Meaning	- Marks do not communicate meaning - Does not always look at paper when making marks	- Is aware that print has meaning - Gives meaning to own marks	- Can read back writing to an adult - Uses phonic knowledge to support with spelling - Beginning to understand use of punctuation
	Pencil grip	Palmer/whole hand grasp	Digital grip	- Modified tripod/tripod grip - Dominant hand is developed
	Purpose	Exploring how to make marks on paper	- Write words that are familiar to them and their name - Understands different forms and writing and mark makes to imitate this form of writing e.g. shopping lists	- Experiments with different forms of writing - Able to talk about the purpose of writing



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Reading	Phonics	• May notice the first letter of their name or familiar word • Enjoys rhymes and songs together tuning in and paying attention • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo • Say some of the words in songs and rhymes • Copy finger movements and other gestures • Sings songs and says rhymes independently e.g., singing whilst playing, • Pays attention and responds to the pictures or the words • Notices some print in the environment (e.g. logos, door number, bus or name)	• Spot and suggest rhymes • Count and clap syllables in a word	• Can remember and recite songs and rhymes • Read individual letters by saying the sounds for them • Blend sounds into simple words • Read cvc words • Read some letter groups that each represent one sound and say sounds for them (e.g., th, sh, ee, igh) • Use finger to say each sound
	Story Telling	• Enjoys sharing books with an adult • Has favourite books and seeks out others to share with, or looks at it alone • Repeats words and phrases from familiar stories	• Listens and talks about stories to build familiarity • Starts to retell a familiar event • Continues to repeat words and phrases from familiar stories with greater detail	• Re-read books to build up confidence in retelling • Uses and creates story maps to prompt retelling stories • Retell stories with exact repetition and some in own words • Retell the beginning, middle and end of a story • Uses props to retell a story



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	Comprehension	• Develops play around favourite stories and uses props • Asks questions about the book • Makes comments and shares their own ideas • Can hold a book correctly and turn pages • Points to pictures and locates images	• Learn new vocabulary linked to stories • Print has meaning • Print can have different purposes • English text is read from left to right and from top to bottom • Can name different parts of a book • Page sequencing, turn pages one by one, front to back • Identify title and blurb, know there is an author and illustrator • Repeats refrains in stories and poems • Can talk about what is happening in the pictures	• Recall facts from non-fiction books • Asks and answers questions about a book • Gives suggestions on what might happen next • Predicts an ending • Relate own knowledge and experience to the story • Make links to other stories that are similar • Can describe a setting, or character • Can discuss events in the story
	Word Reading	• Pays attention and responds to the pictures or the words • Notices some print in the environment (e.g. logos, door number, bus or name)	• Recognise words with the same initial sound • Start to recognise their name and other familiar words	• Make attempts to follow text with finger • Read a few common exception words matched to the school's phonic programme • Read simple phrases and words made up of words with known letter- sound correspondences • Read some tricky words that can't be decoded



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Maths	Number	• Say number names to count objects, not necessarily in the right order • Can use number language within play • Beginning to recognise some numerals • Represent numbers on fingers • Say number names in order to 5	• Say one number name for each object (one to one correspondence) • Give someone a specified number of objects • Subitise to 3 • Recognise numerals to 5 • Recognise different number representations • Say number names in order to 10	• Move or touch objects to count them, may count by sight • Count objects that cannot be touched • Count objects that cannot be seen e.g. sounds/claps • Give a specified number from a larger group • Subitise to 5 • Recognise numerals to 10 • Say number names in order to 20
	Shape/Pattern	• Select and rotate shapes to fit in a given space • Explore/play with shapes to build towers and make pictures • Can find two shapes that are the same • Continue a pattern that has been started	• Can spot real life shapes in the environment that match shapes within their play • Can name basic 2D shapes (square, circle, rectangle, triangle) • Can name some 3D shapes from sphere, cylinder, cube, cuboid, pyramid, cone • Comments on shapes of objects during play • Makes shape pictures with a template • Create an ABABAB pattern	• Intentionally select a shape for a purpose e.g. a cylinder because it rolls • Talk about the properties of 2D and 3D shapes • Can identify a variety of 2D and 3D shapes • Makes shape pictures without a template • Create a more complex pattern e.g. AABAABAAB • Spot an error in a pattern and correct



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	Measure	• Direct comparison of 2 objects • Use of some measure's language within play	• Explore balance scales/rulers/measuring tapes/measuring cylinders within play • Can use full and empty to describe capacity • Can use small/ big and tall/short to describe size • Can use long and short to describe length • Compare objects by length, height, weight, size, capacity	• Can use balance scales to determine which is heavier or lighter • Beginning to measure items using non- standard units (cubes, paperclips, handprints) • Can order 3 objects by size
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