



## Progression document from Preschool to end of Reception at Perton Primary Academy



C&L Prime	Pre School Daily Offer	Nursery Daily Offer	Reception Daily Offer
	<ul style="list-style-type: none"><li>• Children have a story read to them on a daily basis.</li><li>• Every child will be spoken to and have a conversation with an adult.</li><li>• Adults are language radiators.</li><li>• Adults model and repeat back correctly grammatically extending the phrases.</li><li>• Children are encouraged to engage with the register and daily hello song.</li><li>• Children participate in daily activities where communication is always encouraged.</li><li>• Makaton signs are used alongside speech throughout the day to promote communication.</li></ul>	<ul style="list-style-type: none"><li>• Children have a story read to them daily.</li><li>• Every child will be spoken to and have a conversation with an adult where adults are language radiators.</li><li>• Adults model and repeat back grammatically correct sentences.</li><li>• Children are active participants.</li><li>• Children learn and practise 1 nursery rhyme a week.</li><li>• Where English is an additional language children are supported to learn key words using flashcards and pictures.</li><li>• Makaton signs are used alongside speech.</li><li>• Children engage in self-chosen activities.</li></ul>	<ul style="list-style-type: none"><li>• Children have a daily RWI lesson.</li><li>• Children have new vocabulary with dictionary definitions during talk through stories.</li><li>• Adults model and repeat grammatically correct sentences.</li><li>• Adults are language radiators.</li><li>• Children are engaged to discuss, make comments and ask questions.</li><li>• Children learn at least 2 nursery rhymes each half term.</li><li>• Children learn an assembly song each week.</li><li>• Children have access to child initiated learning.</li><li>• Daily stories read to the children using Talk Through Stories.</li></ul>

	<p>Preschool Goal</p> <ul style="list-style-type: none"> <li>• Can understand and respond appropriately to a what question.</li> <li>• Can focus on an activity for a short amount of time with an activity of their own choice.</li> <li>• Can successfully pronounce multisyllabic words such as banana or computer.</li> <li>• Can understand and follow simple instructions such as give that to me or sit down.</li> <li>• Can communicate and be understood by understanding simple phrases juice gone etc.</li> <li>• Start to say how they feel using words as well as actions.</li> </ul>	<p>Nursery Goal</p> <ul style="list-style-type: none"> <li>• Able to speak in sentence of 4-6 or more words.</li> <li>• Able to use some future and past tenses correctly e.g. I went to the shop. I am going on holiday.</li> <li>• Can understand and respond appropriately to a why question.</li> <li>• Able to sit for short, carpet time teaching (like listening to a story).</li> <li>• Able to communicate with their peers while they play making relevant comments to the conversations/activity.</li> <li>• Enjoys listening to stories and talking about the pictures and what happened in the story with an adult.</li> <li>• Sing a large repertoire of songs, know many nursery rhymes and be able to talk about familiar books and be able to tell a long story.</li> <li>• Can start a conversation with an adult or friend.</li> <li>• Use talk to organise play. You sit there.....I'll be the driver.</li> </ul>	<p>Reception Early Learning Goals</p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back and forth engages with their teachers and peers.</li> <li>• Speaking</li> <li>• Participate in small group, class and 1:1 discussions using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate</li> </ul> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and</p>
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			<p>making use of conjunctions, with modelling and support from their teacher.</p>
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PD PRIME	Pre School Daily Offer	Nursery Daily Offer	Reception Daily Offer
	<ul style="list-style-type: none"> <li>• Children have free access to a variety of fine motor tools using child initiated time such as chunky pencils chalk etc.</li> <li>• Children have daily access to our outdoor area to practise walking, running and climbing in the QUAD using provided resources.</li> <li>• Children are encouraged to make marks.(Speed Up Writing).</li> <li>• Children are modelled the importance of washing and drying their hands regularly.</li> <li>• Children who are toilet trained are encouraged to independently use the toilet.</li> <li>• Children are encouraged to feed themselves during snack time and use cups for water or milk.</li> </ul>	<ul style="list-style-type: none"> <li>• Children have free access to a variety of fine motor tools using child initiated time such as scissors, pencils, crayons, felts etc</li> <li>• Children are given the correct grip modelled to them with support from an adult.</li> <li>• Children take part in a family group dough disco where needed.</li> <li>• Children have daily access to our outdoor area to practise walking, running and climbing.</li> <li>• Wake up shakeup activities on arrival to Nursery. (Aut/Spring).</li> <li>• All children are encouraged to feed themselves during snack time and make positive healthy choices.</li> <li>• Children are encouraged and supported as necessary to put on coat and do zip.</li> <li>• Children understand the importance of self-care and are gaining independence when washing and drying hands.</li> <li>• Scooters and balance bikes are available daily and</li> </ul>	<ul style="list-style-type: none"> <li>• Children have free access to a variety of fine motor tools during child initiated activity time such as scissors, pencils scissors, felts etc.</li> <li>• They use a tool for writing on a daily basis with support and guidance from an adult and independently.</li> <li>• Children have the correct static tripod grip and modelled and this will be modelled daily.</li> <li>• Daily access to our outdoor area to practise balance, walking, running and climbing.</li> <li>• Children have daily access to tools for eating if having a hot dinner such as knife, fork and spoon and encouraged to use them independently and successfully.</li> <li>• Discussion/reminders with regards to using the toilet and washing hands becoming independent caring for their own personal needs.</li> </ul>

		children are supported to use these safely and with confidence.	
	<p>Preschool Goal</p> <ul style="list-style-type: none"> <li>• Children will use a palmer grasp to make marks using chunky crayons/felts.</li> <li>• Children can move in a variety of ways.</li> <li>• Children can use a spoon independently and feed themselves with finger foods/</li> <li>• Able to kick a ball.</li> <li>• Try hard to throw and catch</li> <li>• Children are able to jump with both feet leaving the ground.</li> <li>• Children explore tools to make marks.</li> </ul>	<p>Nursery Goals</p> <ul style="list-style-type: none"> <li>• Able to make marks on paper while developing their pencil grip and control and show preference for a dominant hand.</li> <li>• Able to catch a large ball.</li> <li>• Able to use scissors confidently and safely to make snips in paper or cut round simple shapes.</li> <li>• Continue to develop their movements balancing, skipping, jumping and hopping.</li> <li>• Be increasingly independent when dressing and undressing coats zips etc.</li> <li>• Be increasingly independent when meeting their own care needs using the toilet and washing and drying hands independently.</li> <li>• Make healthy choices with regards to food and drink.</li> </ul>	<p>Reception Learning Goals</p> <p>Gross Motor</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles independently with consideration or themselves and others.</li> <li>• Demonstrate strength and balance when playing</li> <li>• Move energetically running, jumping and dancing etc.</li> </ul> <p>Fine Motor</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – Using the tripod grip.</li> <li>• Use a range of small tools including pencils and paint brushes.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>
PSED	<p>Preschool Daily Offer</p> <ul style="list-style-type: none"> <li>• Children are encouraged to be kind to other and share their toys.</li> <li>• Children have a chance to sit together during the sessions.</li> </ul>	<p>Nursery Daily Offer</p> <ul style="list-style-type: none"> <li>• Positive relationships are promoted through daily tidy up time where the benefits of team work are respected.</li> </ul>	<p>Reception Daily Offer</p> <ul style="list-style-type: none"> <li>• Children are encouraged to work as a team and be a good buddy.</li> </ul>

	<ul style="list-style-type: none"> <li>• Children are encouraged to talk about their feelings.</li> <li>• Children discuss their emotions.</li> <li>• Children are given a choice on what toys they access and we follow their interests.</li> <li>• Provide a nurturing environment where child feel safe and have a good relationship with key workers.</li> </ul>	<ul style="list-style-type: none"> <li>• Resources are limited to promote good sharing and children are supported to share them fairly and resolve own conflicts.</li> <li>• Children are encouraged to respect each other and their resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are given opportunities to respond to instruction given by an adult.</li> <li>• Resilience is actively encouraged and modelled by adults.</li> <li>• One decision offered with support where need and in weekly topic lesson.</li> </ul>
	<p>Little Learners Goal</p> <ul style="list-style-type: none"> <li>• Able to tell an adult when they need to use the toilet and are beginning to become more independent.</li> <li>• Able to wait for their turn sometimes with an adult to support.</li> <li>• Able to communicate their own feelings to others,</li> <li>• Children have developed their own friendships with other children.</li> <li>• Children understand how to use kind hands with support from an adult.</li> </ul>	<p>Nursery Goal</p> <ul style="list-style-type: none"> <li>• Able to play alongside other children in the setting independently.</li> <li>• Able to understand and follow the class and school rules.</li> <li>• Have at least 1 good friend who they share experiences with.</li> <li>• Beginning to understand how others feel and show empathy and show understanding if a child is upset.</li> <li>• Able to share resources sometimes needing support from an adult.</li> <li>• Able to move from activity to activity during child initiated time independently.</li> </ul>	<p>Reception Early Learning Goal Regulation</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others and regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals and being able to wait for what they want. CONTROLLING THEIR IMMEDIATE IMPULSES WHERE APPROPRIATE.</li> <li>• Give focus attention to what the teacher says even when engaged in an activity.</li> </ul> <p>Managing self</p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence and resilience in the face of a challenge.</li> <li>• Explain the reasons for rules and know right from wrong</li> </ul>

		<ul style="list-style-type: none"> <li>• Able to manage their own personal hygiene (dry most days, communicate when they need the toilet, pulls up and down own clothes, wash hands).</li> </ul>	<p>and try to behave accordingly.</p> <ul style="list-style-type: none"> <li>• Manage their own basic hygiene and manage their needs and going to the toilet.</li> </ul> <p>Building relationships</p> <ul style="list-style-type: none"> <li>• Work and play operatively and take turns with others.</li> <li>• Form positive attachments to peers.</li> <li>• Show sensitivity to the needs of others.</li> </ul>
Literacy Specific	Preschool Daily Offer	Nursery Daily Offer	Reception Daily Offer
	<ul style="list-style-type: none"> <li>• Children have a story read to them/shared with them every day.</li> <li>• Children have access to a variety of mark making/writing materials within CP.</li> <li>• Children have access to a range of age appropriate books within CP.</li> <li>• Children have a music and movement every session and are encouraged to join in every session.</li> <li>• Children are encouraged to hold mark making tools correctly for their age.</li> <li>• During self-registration children are supported to select their picture and name to stick on a board to encouraged name recognition. (Summer A)</li> </ul>	<ul style="list-style-type: none"> <li>• Children receive a daily RWI phonics lesson. (Spring/Sum).</li> <li>• Children have a story read to them shared with them every day.</li> <li>• Children have access to a variety of mark making/materials within CP.</li> <li>• Children have access to a range of age appropriate books within CP.</li> <li>• Children practise oral blending with an adult throughout the day.</li> <li>• Children practise a nursery rhyme.</li> </ul>	<ul style="list-style-type: none"> <li>• Children receive a daily RWI phonics lesson.</li> <li>• Children have words orally segmenting to them so they practice their oral blending skills.</li> <li>• Children have daily access to a writing/reading activity during child initiated activity both indoors and out.</li> <li>• Children have access to a fine motor activity during child initiated activities.</li> <li>• Children have high quality texts read to them to further encouraged use of aspirational vocabulary.</li> <li>• Pencil grip is corrected.</li> </ul>

		<ul style="list-style-type: none"> <li>• Children are encouraged to find their own name card during registration. (Aut)</li> <li>• Adults play games such as I spy to develop understanding of initial sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Children have access to a variety of mark making/writing materials within continuous provision.</li> <li>• Children have a daily text based teacher led literacy lesson. (30 minutes)</li> </ul>
	<p>Preschool Goal</p> <ul style="list-style-type: none"> <li>• Able to repeat words and phrases from a familiar story.</li> <li>• Make marks.</li> <li>• Develop play around stories.</li> <li>• Sing songs independently.</li> <li>•</li> </ul>	<p>Nursery Goals</p> <ul style="list-style-type: none"> <li>• Able to write the majority of their first name.</li> <li>• Recognise their own name on a name card from a small choice of 5.</li> <li>• Able to hear and identify the initial sounds in words that are said orally.</li> <li>• Beginning to understand oral blending from an adult. E.g. look nursery I have on my head a h-a-t hat!</li> <li>• Able to identify the initial sound in words.</li> <li>• Understand that print has meaning and can name the different parts of a book.</li> <li>• Use some of their print and letter knowledge in their early writing.</li> <li>• Able to spot and suggest rhymes and clap out syllables in words.</li> </ul>	<p>Reception Goals</p> <p>Comprehension</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use an understand recently introduced vocabulary when discussing texts.</li> </ul> <p>Word Reading</p> <ul style="list-style-type: none"> <li>• Say a sounds for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonics knowledge linked to their phonic ability.</li> <li>• Read books and simple sentence consistent with their phonic knowledge including red words.</li> </ul> <p>Writing</p>



			<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them representing the sounds with letters.</li> <li>• Write simple phrases and words that can be read by others.</li> </ul>
Maths Specific	<b>Little Learners Daily Offer</b> <ul style="list-style-type: none"> <li>• Children have free access to a variety of maths equipment to support counting, sorting and other mathematical concepts through CP.</li> <li>• Children count orally through everyday scenarios e.g. how many children are here today.</li> <li>• Children are encouraged to count daily when playing and building with resources.</li> <li>• Puzzles are available for children to play with.</li> <li>• Number rhymes are sung daily during circle time. (Summer)</li> <li>• Shapes and numbers are available in everyday resources.</li> </ul>	<b>Nursery Daily Offer</b> <ul style="list-style-type: none"> <li>• Children have free access to a variety of maths equipment to support counting, sorting and other mathematical concepts through CP.</li> <li>• Children talk about the day and orally count through the daily calendar.</li> <li>• Children count orally through the day such as registration and lining up etc.</li> <li>• Children sing Maths songs (AUT).</li> <li>• Numicon is used to support number knowledge. Cards 1-6</li> <li>• Sand timers are used to manage sharing of equipment etc.</li> </ul>	<b>Reception Daily Offer</b> <ul style="list-style-type: none"> <li>• Children have daily discussions in relation to pattern, days of the weeks, months of the year etc</li> <li>• Children are encouraged to count verbally up to 30 using actions.</li> <li>• Children receive a daily Maths lesson to further support knowledge and skills. Firm Foundations.</li> <li>• Children have access to at least 1 Maths activity both indoors and outdoors during child initiated time. Children have access to variety of Maths equipment during CP.</li> <li>• Children sing Maths songs.</li> <li>• Children are encouraged to count throughout the day such as how many children</li> </ul>

		<ul style="list-style-type: none"> <li>• A range of 2D shapes are always accessible to children.</li> <li>• Adult model key vocabulary such as long, tall, full short etc during interactions.</li> </ul>	<p>are in today, counting in the line etc.</p> <ul style="list-style-type: none"> <li>• Children have a daily Maths focus lesson when work is recorded in books.</li> </ul>
	<p>Preschool Goals</p> <ul style="list-style-type: none"> <li>• Engage in number songs and rhymes with an adult.</li> <li>• Able to use gestures or simple phrases to compare objects small, big, heavy etc</li> <li>• Able to count orally within everyday contexts.</li> <li>• Able to count items.</li> <li>• Noticed patterns and arrange things in patterns.</li> <li>• Can complete inset puzzles.</li> </ul>	<p>Nursery Goals</p> <ul style="list-style-type: none"> <li>• Able to subitise to 3.</li> <li>• Have a deep understanding of number set 5 (to include counting using a 5 frame, recognising numerals and talking about more/less)</li> <li>• Able to name recognise some 2 D shapes (square, rectangle, triangle and square).</li> <li>• Able to verbally count to 10. Possibly beyond to 20.</li> <li>• Able to use words such as long, short, tall and understand their meaning.</li> <li>• Able to touch count accurately up to 5.</li> <li>• Can create and continue ABAB patterns.</li> </ul>	<p>Reception Goals</p> <p>Number</p> <ul style="list-style-type: none"> <li>• Have a deep understanding of numbers to 10 including the composition of each number.</li> <li>• Subitise up to 5.</li> <li>• Automatically recall without reference to rhymes number bonds up to 5 including subtraction facts.</li> </ul> <p>Patterns</p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20 recognising the counting system.</li> <li>• Compare up to 10 in different contexts recognising when one quantity is greater than, less than or equal to.</li> <li>• Explore and represent patterns in numbers up to 10 including odd and even.</li> </ul>
EAD	Preschool Daily Offer	Nursery Offer	Reception Offer

<p>Specific</p>	<ul style="list-style-type: none"> <li>• Children sing on a daily basis including nursery rhymes.</li> <li>• Children have access to the role play and home corner</li> <li>• Resources are used to make simple models to express the children's ideas.</li> <li>• Children partake in movement and music activities.</li> <li>• Painting and sticking and messy play activities are setup during the session.</li> <li>• Paint and other materials are on offer during CP</li> </ul>	<ul style="list-style-type: none"> <li>• Children sing on a daily basis including nursery rhymes.</li> <li>• A range of creative resources are freely available to children through CP and children are encouraged to select independently and request additional equipment.</li> <li>• Children listen to range of music throughout the session and have opportunity to make up their own dances.</li> <li>• Children sing and practice a nursery rhyme daily</li> <li>• Children are introduced to different artists throughout the year.</li> <li>• Children learn to name colours and explore what happens when they mix.</li> </ul>	<ul style="list-style-type: none"> <li>• Children have free access to a range of musical instrument through CP including tuned and untuned percussion instruments,</li> <li>• Children have free access to a range of resources such as glue, collage, felt etc through CP.</li> <li>• Children have at least EAD child initiated.</li> <li>• Children learn about a few key artist across the year.</li> <li>• Children are taught EAD skills throughout the year.</li> <li>• Children have lesson taught to them by a music specialist 2 terms a year.</li> <li>• Children listen to variety of music throughout the week.</li> <li>• Children have direct access to a variety of construction such as block, natural resources etc to build their own structures.</li> <li>• Children sing and practice assembly songs.</li> </ul>
	<p>Preschool Goals</p> <ul style="list-style-type: none"> <li>• Knows and sings familiar nursery rhymes with support from an adults.</li> <li>• Takes part in imaginative play with an adult making a cup of tea etc.</li> </ul>	<p>Nursery Goals</p> <ul style="list-style-type: none"> <li>• Song nursery rhymes</li> <li>• Able to safely use tweezers and scissors.</li> </ul>	<p>Reception Early Learning Goals</p> <p>Creating with materials</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials tools and techniques</li> </ul>

	<ul style="list-style-type: none"> <li>• Use materials to make different models.</li> <li>• Able to name most colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to draw with increasing detail such as eyes and mouth.</li> <li>• Take part imaginative play taking on roles.</li> <li>• Explore musical instruments and enjoy making different sounds,</li> <li>• Explore mixing colours.</li> <li>• Use different materials to make different objects talking about what they are going to make.</li> </ul>	<p>experimenting with colour design and texture, form and functions.</p> <ul style="list-style-type: none"> <li>• Share their creations and explain their process.</li> <li>• Make use of props and materials when role playing characters and stories.</li> </ul> <p>Being imaginative</p> <ul style="list-style-type: none"> <li>• Invent and adapt narratives with peers and teachers.</li> <li>• Sing a range of well known nursery rhymes and song.</li> <li>• Perform songs and rhymes with others and where appropriate move in time with music.</li> </ul>
UW	<p><b>Preschool Daily Offer</b></p> <ul style="list-style-type: none"> <li>• Children have access to natural materials both indoors and outdoors.</li> <li>• The children discuss the weather daily during circle time and talk about th weather. (Summer)</li> <li>• Self portraits and our family photos are on show to help children make connections between families.</li> </ul>	<p><b>Nursery Daily Offer</b></p> <ul style="list-style-type: none"> <li>• Children are supported to discuss their observations of the world during circle time.</li> <li>• Family photographs are on display for both children and staff and these are referred to frequently. (Aut).</li> <li>• Children have access to some multicultural resources during CP.</li> <li>• Children have free access to the outdoor area and are encouraged to explore the natural world daily.</li> </ul>	<p><b>Reception Daily Offer</b></p> <ul style="list-style-type: none"> <li>• Children have access to the outdoor area on a daily basis and encouraged to explore the natural world.</li> <li>• Adult support discussion about the natural world asking leading questions.</li> <li>• Children discussion the season each day.</li> <li>• Children discuss key skills and knowledge.</li> <li>• Children take part in a daily focus topic lesson.</li> </ul>

		<ul style="list-style-type: none"> <li>• Adult support children observations with range of leading questions.</li> <li>• Children are encouraged to make links between the environment they encounter through high quality texts.</li> <li>•</li> </ul>	
	<p>Preschool Goals</p> <ul style="list-style-type: none"> <li>• Know they live at home and are able to talk about it.</li> <li>• Enjoy exploring natural materials indoors and out.</li> <li>• Discuss changes in weather.</li> <li>• Make comments about their families using photos to support.</li> <li>• Noticed differences between people.</li> <li>•</li> </ul>	<p>Nursery Goals</p> <ul style="list-style-type: none"> <li>• Show an interest in different local occupations and wider ones.</li> <li>• Know and enjoy celebrating a range of celebrations.</li> <li>• Enjoy exploring and talking about changes they see.</li> <li>• Talk about changes they have seen in the past birthdays.</li> <li>• Able to talk about different environments deserts, forests ocean etc</li> <li>• Understand where they live and their street.</li> </ul>	<p>Reception Goals</p> <p>Past and present</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their role in society.</li> <li>• Know some similarities and difference between people in the past and now drawing on experience.</li> <li>• Understanding the past through settings, characters and events encountered in books read in class.</li> </ul> <p>People culture and communities</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from discussions, stories, non-fiction texts and maps.</li> <li>• Know some similarities and difference between religious and cultural communities drawing on experience between life in this country</li> </ul>

			<p>and lives in other countries drawing on knowledge from stories, non-fiction texts and where appropriate maps.</p> <p>Natural World</p> <ul style="list-style-type: none"><li>• Explore the natural world around them making observations and drawing pictures of animals and plants.</li><li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li><li>• Understand some important processes and changes in the natural world around them including season and changing states of matter.</li></ul>