

EYFS Progression Overview 2026–2027

Prime Area: Communication and Language		Adult role	Progression Indicators Nursery 1	Progression Indicators Nursery 2	Progression Indicators Reception Autumn	Progression Indicators Reception Spring	Progression Indicators Reception Summer/ELG
	Listening and Attention	Use names, visual cues, short instructions, songs, rhythm and predictable routines	Listens to familiar adults during play and care routines. Joins in with short songs, rhymes and action games. Responds to familiar sounds, voices, objects and routines. Begins to shift attention when their name is used.	Listens to short stories, songs and rhymes with increasing attention. Can sit for short group times with adult support. Begins to listen to others during play. Follows simple adult prompts.	Listens during whole-class and small-group carpet sessions for short periods. Responds to stories, songs, rhymes and instructions. Begins to maintain attention during adult-led learning. Listens to peers during play.	Listens for longer periods and responds appropriately to what has been said. Can focus attention in a range of contexts, including group teaching, story time and play. Begins to ask relevant questions linked to what they have heard.	Listens attentively and responds to what they hear with relevant questions, comments and actions. Can maintain attention in whole-class, small-group and partner situations. Responds appropriately during discussions.
	Understanding	Model language, repeat instructions, use objects/gestures, check understanding	Understands familiar words, phrases and routines – supported by gestures, objects or visual cues. Follows simple one-step instructions in context. Begins to understand simple questions such as "where's teddy?"	Understands and follows simple instructions with two key words, such as "get your coat" or "put cup away". Answers simple "who", "what" and "where" questions. Understands simple positional and descriptive language in play.	Follows two-step instructions in familiar routines. Understands questions linked to stories and experiences. Begins to respond to "how" and "why" questions. Shows understanding through actions and answers.	Understands more complex instructions and explanations. Answers "how" and "why" questions. Can make links between ideas, stories and experiences. Begins to explain their thinking using because, so and if.	Shows understanding of what has been heard by asking and answering questions. Can follow instructions involving several ideas or actions. Explains understanding clearly in response to discussions and routines.
	Speaking	Comment more than question, expand children's comments, model full sentences	Uses sounds, gestures, single words and short phrases to communicate needs, interests and feelings. Begins to name familiar people, objects and actions. Copies words and phrases used by adults. Uses sounds and speech during play.	Uses short sentences to talk about familiar experiences, needs and interests. Begins to use joining words such as and, because or then. Talks during play, role play and daily routines. Can retell simple personal events with adult prompting.	Speaks in sentences during play, group time and adult-led learning. Talks about own experiences, family, stories and interests. Begins to explain ideas using full sentences when supported. Uses talk to organise play and interact with others.	Uses longer sentences to explain ideas, describe events and talk through thinking. Begins to use because, but, so and then in sentences. Can retell events and stories in sequence. Uses talk to negotiate, imagine, predict and reason.	Participates in discussions, offering ideas and explanations. Uses full sentences, including different tenses. Expresses ideas clearly using taught vocabulary. Explains, reasons, predicts and describes in a way others can understand.
	Vocabulary	Teach words explicitly, revisit them often, use them in play	Learns and uses names of familiar people, objects, actions and routines. Begins to use words linked to feelings, choices, body parts, animals, food and everyday objects. Repeats key words from songs, stories and adult modelling.	Builds vocabulary linked to stories, play and first-hand experiences. Uses descriptive words such as big, small, hot, cold, fast, slow, happy and sad. Begins to use topic words in context. Asks about unfamiliar words.	Learns and uses new vocabulary from stories, rhymes and routines. Begins to use new words in play and adult-led activities. Uses vocabulary linked to emotions, time, number, stories and the natural world.	Uses a wider range of vocabulary accurately in different contexts. Begins to use more precise words to describe, compare and explain from books and experiences. Can talk about word meanings with adult support.	Uses recently introduced vocabulary during discussions, play, storytelling, role play and explanations. Chooses words with increasing precision. Applies vocabulary across different contexts, not just during the lesson where it was taught.
	Conversation and communication	Model turn-taking, pause, listen, extend ideas	Communicates needs and choices to familiar adults. Begins to take part in simple back-and-forth interactions. Uses eye contact, gestures, words or sounds to gain attention. Begins to respond to peers during play.	Begins to have short conversations with adults and peers. Takes turns in simple exchanges. Uses language to ask for help, invite others into play or express preferences. Begins to listen and respond to ideas of others.	Takes part in conversations with adults and peers. Begins to stay on topic for several turns. Uses talk to organise play, solve simple problems and share ideas. Can answer questions and contribute during group discussions.	Maintains conversations with increasing confidence. Responds to what others say and begins to build on their ideas. Uses talk to negotiate, explain feelings and solve disagreements. Begins to adapt communication based on the situation.	Holds conversations with adults and peers, taking turns and responding appropriately. Offers comments, asks questions and builds on what others say. Uses communication to collaborate, explain, negotiate and reflect. Shows confidence speaking in different contexts.
	Story language	Re-read core texts, use props, story maps, role play and repeated refrains	Listens to very short stories, songs and rhymes. Joins in with repeated sounds, actions, words or phrases. Handles books and begins to show interest in pictures. Uses props, puppets and small world resources to act out familiar routines.	Joins in with repeated refrains and familiar story phrases. Talks about pictures, characters and events in simple stories. Begins to retell familiar stories using props, actions or role play. Uses story language such as once upon a time, next, then or the end with support.	Retells familiar stories using repeated phrases and key vocabulary. Talks about characters, settings and main events. Begins to sequence stories orally. Uses story language in role play, small world and drawing.	Retells stories in greater detail and begins to innovate known stories. Uses language such as first, next, after that, finally, because and suddenly. Talks about story problems, character feelings and possible endings. Begins to create own oral stories.	Demonstrates understanding of stories through comments, questions, retelling, role play and explanations. Uses story vocabulary and narrative structures independently. Can retell, adapt and create stories using clear sequencing, characters, settings and events.



Creative Dreams, Brighter Futures

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Prime Area: Personal, Social and Emotional Development		Adult role	Progression Indicators Nursery 1	Progression Indicators Nursery 2	Progression Indicators Reception Autumn	Progression Indicators Reception Spring	Progression Indicators Reception Summer/ELG
	Relationships	Build warm, consistent relationships. Use key person approaches. Model kindness, sharing and repair after conflict.	Builds secure relationships with familiar adults. Begins to seek comfort, reassurance and help from trusted adults. Plays alongside other children, often in parallel play. Begins to notice and respond to other children.	Builds positive relationships with familiar adults and peers Begins to play with others for short periods. Starts to share resources with adult support. Shows interest in what others are doing and begins to join in play.	Forms relationships with adults and peers in the class. Begins to work and play cooperatively with others. Can choose friends and join shared play. Begins to understand that others may have different ideas, needs and feelings.	Maintains friendships and begins to resolve minor disagreements with support. Works with others in pairs, groups and during play. Shows increasing awareness of others' feelings and needs. Begins to show kindness, empathy and compromise.	Works and plays cooperatively and takes turns with others. Forms positive attachments to adults and friendships with peers. Shows sensitivity to their own and others' needs. Shares ideas and manages simple social situations.
	Feeling and emotions	Name emotions, validate feelings and model language such as "I can see you feel frustrated."	Expresses emotions through actions, sounds, words or behaviour. Begins to recognise familiar feelings such as happy, sad, angry or tired. Seeks adult support when upset or unsure. Begins to be comforted by familiar routines and adults.	Begins to name and talk about simple feelings. Recognises some emotions in others through facial expressions and behaviour. Begins to use words to express wants, needs and feelings. Accepts comfort and support when experiencing strong emotions.	Talks about own feelings using words such as happy, sad, worried, angry, excited or scared. Begins to understand that feelings can change. Recognises how characters in stories may feel. Begins to talk about what may help when they feel upset or frustrated.	Talks about feelings with increasing confidence and detail. Begins to understand why they or others may feel a certain way. Uses taught strategies to manage feelings. Shows growing empathy towards others.	Shows an understanding of their own feelings and those of others. Begins to regulate behaviour accordingly. Can talk about emotions, reasons for feelings and possible solutions. Shows empathy, care and concern in a range of situations.
	Self-regulation	Co-regulate first. Teach calming strategies explicitly. Use visuals, routines, calm spaces and predictable transitions.	Relies on familiar adults to help regulate emotions and behaviour. Begins to tolerate short waits with adult support. Can be distracted or redirected when upset. Begins to follow simple routines with support.	Begins to manage strong feelings with adult support. Can wait briefly for a turn with reminders. Begins to stop and listen when prompted. Uses simple strategies modelled by adults, such as breathing, cuddling a comfort object or moving to a calm space.	Begins to follow classroom expectations and routines. Can manage transitions with visual or verbal support. Begins to focus attention during adult-led and child-led activities. Uses adult support to manage frustration, disappointment or conflict.	Shows increasing control over attention, emotions and behaviour. Can wait, take turns and accept simple changes with less adult support. Begins to explain what has happened and what they could do next. Uses known strategies to calm down or refocus.	Shows an understanding of their own feelings and those of others and begins to regulate behaviour accordingly. Sets and works towards simple goals. Waits for what they want and controls immediate impulses when appropriate. Gives focused attention to what adults say and responds appropriately.
	Independence	Give children time to try before helping. Set up resources so children can access, use and return them independently. Praise effort, bravery and perseverance, not just outcomes. Give children real responsibility.	Shows confidence with familiar adults and in familiar spaces. Begins to make simple choices, such as choosing a toy, snack or area of provision. Attempts familiar routines with adult help. Begins to separate from main carer with support. Starts to show interest in doing things for themselves. Expresses preferences through gesture, words or actions.	Makes choices about play and resources. Tries new activities with adult encouragement. Begins to follow daily routines more independently. Shares likes and dislikes and takes pride in what they can do. Attempts to put on coat, shoes or use personal belongings with support. Begins to tidy, help and take responsibility for simple tasks.	Manages familiar classroom routines with reminders. Tries new activities and begins to talk about what they are learning. Selects resources for play and learning. Begins to organise personal belongings, such as coat, book bag and water bottle. Attempts tasks independently before asking for help. Responds positively to encouragement and feedback.	Shows growing independence and confidence across the school day. Chooses appropriate resources and uses them with care. Completes familiar routines with minimal adult support. Begins to talk about what they are good at and what they want to improve. Begins to take appropriate risks in learning and play.	Shows independence in managing routines, resources and personal organisation. Confidently selects and uses resources for a purpose and explains choices. Shows pride in achievements and understands that mistakes are part of learning. Persists with challenges and seeks help appropriately. Is confident to try new activities and shows independence, resilience and perseverance.
	Behaviour routines	Keep expectations consistent. Teach routines directly rather than assuming children absorb them.	Begins to follow simple routines with adult support. Responds to familiar boundaries and repeated adult phrases. Begins to understand simple expectations such as kind hands, walking feet or stop. Needs adult help to manage changes and transitions	Follows familiar routines with reminders. Begins to understand simple class rules and why they matter. Can respond to boundaries more consistently. Begins to take part in tidy-up, lining up, snack and group routines.	Learns and follows class routines and expectations. Begins to understand behavioural expectations in different areas of provision. Can follow simple instructions and transitions with support. Begins to understand consequences of actions on others.	Follows routines with increasing independence. Understands and usually follows agreed expectations. Begins to manage behaviour in different contexts, such as carpet time, lunch, outdoor play and group work. Can talk about fair/unfair, kind/unkind and safe/unsafe choices.	Explains the reasons for rules, knows right from wrong and tries to behave accordingly. Follows routines and expectations with increasing independence. Adapts behaviour to different situations across the school day.
	Managing self-care	Practise dressing, toileting, hygiene and snack routines daily. Use visual prompts and repeated modelling	Begins to participate in care routines such as handwashing, eating, toileting and dressing with adult support. Communicates basic needs such as hunger, thirst, tiredness or needing comfort. Begins to use spoon, cup and tissues with support. Starts to recognise personal belongings	Develops independence in toileting, handwashing, snack and dressing routines. Attempts to put on and take off coat, shoes or wellies. Begins to understand simple hygiene routines. Can communicate when they need help with personal care.	Manages some personal needs independently, including handwashing, eating and organising belongings. Continues to develop independence with coats, zips, shoes and toileting. Begins to understand healthy choices, hygiene and safety routines. Asks for help when needed.	Manages most personal needs with increasing independence. Understands the importance of handwashing, toileting, eating, drinking and dressing appropriately. Begins to explain how to stay healthy and safe. Shows increasing awareness of own body, comfort and needs.	Manages own basic hygiene and personal needs, including dressing, going to the toilet and understanding healthy food choices. Shows increasing responsibility for belongings and self-care routines. Understands basic ways to keep themselves healthy and safe.



Creative Dreams, Brighter Futures

EYFS Progression Overview 2026–2027

Prime Area: Physical Development		Adult role	Progression Indicators Nursery 1	Progression Indicators Nursery 2	Progression Indicators Reception Autumn	Progression Indicators Reception Spring	Progression Indicators Reception Summer/ELG
	Gross motor	Provide daily opportunities for climbing, running, balancing, crawling, pushing, pulling, carrying, digging and dancing.	Begins to move with increasing control in familiar spaces including climbing, rocking, rolling and pushing. Uses large muscles during outdoor play, sensory play and action songs. Begins to climb, balance and move over low-level equipment with adult support.	Runs, jumps, climbs and balances with growing confidence. Begins to use large-muscle movements such as waving flags, sweeping and digging. Can negotiate space with support and reminders. Begins to use trikes/ scooters.	Moves confidently in different ways, such as running, jumping, hopping and climbing. Uses large apparatus and outdoor equipment with growing control. Joins in with movement games, dance, action rhymes and simple PD activities.	Shows increasing strength, balance and coordination. Can combine movements, such as running then jumping. Negotiates space more safely and confidently. Develops control when using balls, hoops, beanbags, bikes and climbing equipment.	Negotiates space and obstacles safely, with consideration for themselves and others. Demonstrates strength, balance and coordination when playing. Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine motor	Use dough, threading, tweezers, pegs, construction, posting, tearing, scrunching and small parts.	Explores objects using hands, fingers and whole-arm movements. Builds hand strength through sensory play, dough, water, sand, posting and threading. Begins to use fingers to poke, squeeze, pat, pull, roll and press. Uses both hands together during play.	Develops finger strength and hand control through tweezers, threading, construction, puzzles and small world play. Begins to use a dominant hand. Uses fingers with increasing control for turning pages and fastening. Begins to use a comfortable grip when making marks.	Develops control of smaller movements through drawing, painting, cutting, threading, construction and playdough. Uses a dominant hand more consistently. Begins to form some recognisable shapes, patterns, letters or numbers. Builds stamina for fine motor activities.	Uses more controlled finger movements when writing, drawing, cutting, joining and constructing. Holds writing tools with increasing control and comfort. Forms many letters with increasing accuracy. Uses fine motor skills to support independent learning.	Holds a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. Uses a range of small tools competently and safely. Shows accuracy and care when drawing, writing, cutting, joining and manipulating materials.
	Tools	Model tool use explicitly. Teach grip, control, purpose and safety. Do not assume children know how to use scissors, brushes or cutlery.	Explores simple tools with close adult support, such as chunky brushes, rollers, scoops, spoons, spades and stampers. Begins to understand that tools can be used for a purpose. Uses tools mainly through sensory exploration and imitation.	Uses a wider range of tools with support, such as scissors, glue spreaders, paintbrushes and tongs. Begins to choose tools for a purpose during play. Develops control when scooping, pouring, spreading, snipping, rolling and pressing. Follows simple safety routines when using tools.	Chooses and uses familiar tools during adult-led tasks and independent provision. Begins to use scissors with control to make snips and cut simple lines. Uses brushes, pencils, construction tools and joining materials for a purpose. Begins to talk about which tool they need and why.	Uses tools with increasing accuracy and independence. Cuts along lines and around simple shapes with growing control. Selects tools and materials to plan, make, adapt and improve. Uses tools safely with fewer reminders.	Uses a range of small tools, including scissors, paintbrushes and cutlery, competently, safely and confidently. Selects appropriate tools for different purposes. Shows control, care and precision when using tools across the curriculum.
	Mark-making readiness	Prioritise large movements first: shoulders, elbows, wrists, then fingers. Use vertical surfaces, big paper, chalk, paint, water and outdoor mark-making.	Makes large-scale marks using whole-arm movements, fingers, hands, brushes, chalk, water, paint, sand and mud. Shows interest in the marks they make. Begins to imitate adult mark-making. Develops shoulder, arm and wrist strength through large movements before smaller pencil control.	Makes marks with increasing purpose, such as lines, circles, dots, shapes or pretend writing. Begins to give meaning to marks, such as "that's my mummy" or "that says my name". Uses mark-making in role play and provision. Develops control through vertical surfaces, large paper, chalkboards, dough, painting and drawing.	Gives meaning to marks and begins to link marks to sounds, names, labels or messages. Forms some letters from their name or familiar words. Uses mark-making across provision, such as lists, signs, maps, labels and drawings. Develops posture, pencil grip and control.	Uses writing and drawing tools with increasing purpose and control. Forms many letters correctly and begins to write words, captions or simple sentences. Uses mark-making and writing independently in play and adult-led learning. Shows increasing stamina and accuracy.	Writes with increasing control, accuracy and fluency. Uses effective pencil grip in most situations. Forms recognisable letters, most of which are correctly formed. Uses writing and drawing as purposeful tools for communication, recording and expression.
	Self-care	Give children time to practise. Avoid doing everything for them because it is quicker	Begins to participate in physical care routines with adult support, such as washing hands, eating snack, using tissues, toileting and dressing. Begins to communicate physical needs such as hunger, thirst, tiredness or discomfort. Attempts simple actions such as pulling off shoes, putting arms into sleeves or drinking from a cup.	Develops independence with toileting, handwashing, snack, dressing and undressing. Attempts to put on coats, wellies, shoes and outdoor clothing. Begins to manage fastenings with support. Understands simple hygiene routines, such as washing hands before eating and after using the toilet.	Manages some personal needs independently, including handwashing, toileting, eating and organising belongings. Continues to develop independence with coats, zips, shoes, lunch routines and PE changing where relevant. Begins to understand the importance of rest, food, drink, movement and hygiene.	Manages most personal care routines with increasing independence. Can dress and undress with less adult help. Begins to explain healthy choices, hygiene routines and ways to look after their body. Shows growing awareness of when they need food, drink, rest or help.	Manages own basic hygiene and personal needs, including dressing, toileting and understanding healthy food choices. Shows independence in personal organisation and care routines. Understands basic ways to keep their body healthy, active and safe.
	Safety	Teach safety as part of provision, not just through warnings. Model risk assessment language: "Is there enough space?", "How can we carry that safely?"	Begins to respond to simple safety words and routines, such as stop, wait, hot, sharp or careful. Needs close adult supervision when climbing, using tools, eating, moving outdoors and exploring new spaces. Begins to understand simple physical boundaries, such as staying with an adult or stopping at a gate.	Begins to follow simple safety rules with reminders. Uses equipment more safely, such as climbing frames, bikes, scooters, scissors and gardening tools. Begins to understand how to move around others safely. Can respond to adult prompts about risk, such as "slow down" or "hold it carefully".	Learns safety routines for the classroom, outdoor area, PE, tools, lunch, visits and transitions. Begins to manage simple risks with adult support. Can explain some basic safety rules, such as walking indoors, using scissors carefully or stopping when asked. Begins to show awareness of others when moving.	Shows increasing awareness of personal safety and the safety of others. Uses tools, equipment and outdoor spaces safely with fewer reminders. Begins to assess simple risks, such as whether equipment is too crowded or how to carry objects safely. Can explain why some rules keep people safe.	Uses equipment, tools and spaces safely and with control. Negotiates space and obstacles safely, considering themselves and others. Understands and follows safety expectations across the school day. Shows readiness for Year 1 routines, including PE, playground, lunch hall and classroom safety.



Creative Dreams, Brighter Futures

EYFS Progression Overview 2026–2027

Specific Area: Understanding The World		Adult role (Focus on real experiences first)	Progression Indicators Nursery 1	Progression Indicators Nursery 2	Progression Indicators Reception Autumn	Progression Indicators Reception Spring	Progression Indicators Reception Summer/ELG
	People and communities	Use family photos, visitors, stories, celebrations and local links. Model respectful curiosity and avoid tokenistic "festival of the week" teaching.	Begins to notice familiar people, such as family members, key adults and peers Shows interest in photos of themselves, family and familiar people. Begins to recognise familiar routines, places and people in their immediate world.	Talks about people who are important to them. Begins to notice that families may be different. Joins in with simple discussions about celebrations, special times, food, clothing and routines. Begins to understand that people have different roles in the community.	Talks about themselves, their family and people who are important to them. Begins to compare their own experiences with those of others. Learns about people who help us in the local community. Begins to talk respectfully about different families, cultures and traditions.	Develops understanding that people live in different ways and have different beliefs, traditions and experiences. Talks about similarities and differences between families, communities and ways of life. Begins to make links between stories, celebrations, visitors and real-life experiences. Asks questions about people and communities.	Describes their immediate environment using knowledge from observation, discussion and stories. Knows some similarities and differences between different religious and cultural communities in this country. Talks positively and respectfully about people, communities and traditions.
	Past and present	Use photos, artefacts, timelines, stories, routines and family memories. Keep history concrete and personal before expecting abstract past/present thinking.	Begins to recognise familiar daily routines, such as snack time and home time. Shows awareness of "now" and "next" through visual routines and repeated experiences. Begins to notice changes, such as being a baby and growing bigger.	Talks about things that have happened in their own life. Begins to use simple time words such as now, next, later. Looks at photos, objects and stories to talk about past experiences. Begins to understand that people change over time.	Talks about personal history, such as when they were a baby, starting school or family memories. Begins to sequence familiar events using words such as first, next, then and after. Begins to understand that some things happened before they were born.	Compares past and present in simple ways, such as old/new, then/now and before/after. Talks about people, objects, places and events from the past using stories, images, artefacts and visitors. Uses time language with increasing accuracy.	Talks about the lives of people around them and their roles in society. Knows some similarities and differences between things in the past and now. Understands the past through settings, characters and events encountered in books read in class and storytelling.
	The natural world	Provide daily outdoor exploration, seasonal observation, planting, weather talk, experiences and simple investigations.	Explores natural materials using senses, such as water, sand, mud, leaves and stones. Shows interest in animals, plants, weather and outdoor spaces. Begins to notice simple changes, such as wet/dry. Uses simple words to name familiar natural objects.	Explores and talks about natural objects, animals, plants, weather and seasonal changes. Begins to care for living things such as handling minibeasts gently. Uses descriptive language such as rough, smooth, hard and soft.	Observes and describes features of the natural world, including plants, animals, weather and seasons. Begins to ask questions about why things happen and how things change. Begins to record observations through talk, drawing, photos, models or simple marks.	Makes closer observations. Compares natural objects and living things, noticing similarities and differences. Begins to explain simple processes, such as growth or changes in weather. Uses vocabulary such as observe, change, grow, hatch, melt, freeze, float and sink.	Explores the natural world around them, making observations and drawing pictures of animals and plants. Knows some similarities and differences in the natural world. Understands some important processes and changes in the natural world, including changing states of matter.
	Places/maps	Use local walks, school maps, small world, block play, photos, route-making, story maps and positional language. Start with "our classroom" before "the world".	Begins to recognise familiar places, such as home, Nursery, playground. Moves around familiar spaces with adult support. Shows interest in photos, simple pictures or models of familiar places. Begins to use words such as home, school, inside and outside.	Talks about familiar places, such as places they visit with family. Begins to describe simple routes and locations using words such as in, on, under and next to. Uses small world, blocks and role play to represent familiar places. Begins to understand simple maps and routes.	Describes familiar places in school and the local area. Begins to use maps, photographs, story maps and small world layouts to represent places. Talks about routes around school or local spaces. Uses positional language to describe where things are.	Uses simple maps, plans, routes and models to represent places. Compares familiar places with places in stories, non-fiction texts or photos. Begins to describe features of places, such as buildings, roads, fields, rivers, parks, shops or houses. Can talk about journeys and how people travel.	Describes their immediate environment using observation, discussion, stories, non-fiction texts and maps. Explains simple similarities and differences between places. Uses maps, models, drawings and talk to represent and describe environments.
	Technology	Use technology purposefully. Link it to photography, recording, listening, creating, programming toys and solving simple problems.	Shows interest in cause-and-effect toys and simple technology, such as buttons, switches, lights, sounds and moving parts. Explores familiar technology through play, such as toy phones, tills, cameras or keyboards. Begins to understand that adults use technology for different purposes.	Uses simple technology in play, such as cameras. Begins to understand that technology can help us do things, find things out or communicate. Follows simple instructions when using devices or equipment. Begins to talk about technology used at home, school and in the community.	Uses technology purposefully with support, such as taking photos, listening to stories or operating simple programmable toys. Begins to talk about how technology helps people. Follows simple safety routines when using devices. Uses technology as part of role play, investigation and recording.	Uses simple technology with increasing independence and purpose. Begins to give simple instructions to programmable toys or follow basic sequences. Uses technology to support learning, such as recording observations. Begins to understand that technology needs to be used safely and carefully.	Uses technology purposefully to support play, communication, creativity and investigation. Can talk about familiar technology and how it is used in school, home and the wider world. Follows agreed safety routines when using digital tools and equipment.
	Similarities and differences	Model comparison language constantly: same, different, both, because, similar, unlike, change, compare. Use real objects and experiences before worksheets.	Begins to notice simple differences and similarities, such as big/small, same/different, familiar/unfamiliar or wet/dry. Shows interest in different people, objects, animals, sounds, textures and places. Begins to sort or match familiar objects through play. Uses simple descriptive words with adult modelling.	Notifies and talks about similarities and differences between people, families, objects, materials, animals and places. Sorts, matches and groups objects in simple ways. Begins to compare features, such as colour, size, shape, texture, use or appearance. Begins to understand that people may like, do or celebrate different things.	Compares familiar people, places, objects, stories and experiences. Uses language such as same, different, both, because, like and unlike. Begins to sort and explain groupings. Talks about similarities and differences respectfully.	Makes more detailed comparisons between people, communities, places, materials, living things and environments. Explains simple similarities and differences using observation and evidence. Begins to understand that difference is normal, interesting and valued. Uses comparison language across play, stories, science, maps and discussions.	Knows some similarities and differences between things in the past and now, different communities, and the natural world around them and contrasting environments. Uses observation, discussion, stories, non-fiction texts and maps to explain comparisons. Talks respectfully about difference and shows curiosity about the wider world.



Creative Dreams, Brighter Futures

EYFS Progression Overview 2026–2027

Specific Area: Expressive Arts and Design		Adult role	Progression Indicators Nursery 1	Progression Indicators Nursery 2	Progression Indicators Reception Autumn	Progression Indicators Reception Spring	Progression Indicators Reception Summer/ELG
	Exploring materials	Provide open-ended materials children can touch, combine, change, arrange and revisit. Avoid over-directing every outcome.	Explores a range of sensory materials. Investigates textures such as fabric, paper and natural materials. Begins to show preferences for particular materials. Uses materials mainly through sensory exploration.	Explores, chooses and experiments with a wider range of materials, tools and textures. Begins to talk about what materials feel like, look like or can do. Combines materials in simple ways, such as sticking or mixing.	Uses a range of materials. Begins to select materials for a purpose, such as choosing blocks for building. Explores colour, texture, shape, form and pattern. Talks about what they are making and the materials they are using.	Selects, combines and adapts materials with increasing independence to represent ideas. Explores how materials can be changed, joined, shaped, mixed or arranged. Begins to evaluate choices, such as whether something is strong enough.	Safely uses and explores a variety of materials and tools. Experiments with colour, design, texture, form and function. Shares creations and explains the process they have used. Selects and combines materials purposefully.
	Drawing/painting/model-making	Model techniques explicitly, such as mixing colours, joining materials, using brushes, shaping clay or adding detail. Then step back enough for children to own the work.	Makes marks using hands, fingers, chunky tools, paint, chalk, water, mud and large-scale surfaces. Explores making marks, lines, dots, circles and patterns. Builds, stacks, fills, empties, presses and joins materials with adult support. Shows interest in the marks or models they create.	Draws, paints and makes models with increasing purpose. Begins to give meaning to creations. Uses simple shapes, lines, colours and materials to represent people, objects or experiences. Builds models using a range of materials.	Draws, paints and constructs to represent ideas, stories, people, objects and experiences. Begins to add details to creations. Uses joining techniques such as glue, tape, folding, slotting or simple fasteners with support. Talks about what they have made and why.	Creates more detailed drawings, paintings and models. Uses observation, imagination and memory to represent ideas. Chooses and combines techniques. Begins to adapt and improve work after talking about it.	Creates representations using drawing, painting, model-making, construction and collage. Uses tools and techniques with increasing accuracy and care. Explains what they have created, how and what they might change or improve. Produces work that shows increasing detail and purpose.
	Music	Sing daily. Use instruments, body percussion, rhythm games, call-and-response songs and repeated rhymes.	Responds to music, rhythm and sounds through movement, gesture, facial expression or vocalisation. Joins in with familiar songs, rhymes and action songs. Explores sound using voice, body percussion and simple instruments. Begins to copy simple sounds, rhythms or actions.	Sings familiar songs and rhymes with increasing confidence. Explores instruments and begins to notice loud, quiet, fast and slow sounds. Creates simple rhythms through clapping, tapping, stamping or using instruments. Begins to remember and repeat short musical patterns.	Sings a range of familiar songs, rhymes and chants. Explores pulse, rhythm, pitch, tempo and volume through games and instruments. Begins to perform songs as part of a group. Uses music in play, storytelling and routines.	Sings songs with increasing accuracy, confidence and expression. Begins to match pitch and follow simple melodies. Creates and repeats simple rhythms and sound patterns. Uses instruments, voice and body percussion to express ideas.	Sings a range of well-known nursery rhymes and songs. Performs songs, rhymes, poems and stories with others. Tries to move in time with music. Uses voice, instruments and body percussion to create, perform and respond to music.
	Movement	Give children space to respond physically to music, stories and mood. Use scarves, ribbons, props, instruments and action songs.	Moves freely in response to music, songs, sounds and adult modelling. Copies simple actions such as clapping, stamping, waving, jumping or spinning. Uses movement to express excitement, feelings and enjoyment. Begins to join in with action rhymes and familiar routines.	Joins in with dances, action songs, ring games and movement patterns. Begins to move in different ways, such as slowly, quickly, heavily, lightly, high or low. Uses scarves, ribbons, instruments or props to support movement. Begins to move with others in simple group activities.	Uses movement to respond to music, stories, characters and ideas. Begins to copy, remember and create simple sequences of movement. Explores moving in different levels, directions and speeds. Performs simple dances, actions or movement patterns with a group.	Creates and performs short movement sequences with increasing control. Uses movement to show characters, feelings, events or story ideas. Begins to move in time with music and respond to changes in tempo or mood. Works with others to create simple dances or performances.	Performs songs, rhymes, poems and stories with others, and tries to move in time with music. Uses movement imaginatively to express ideas, feelings and stories. Can copy, adapt and create movement sequences with confidence. Shows control, expression and enjoyment when moving and performing.
	Imaginative play	Provide flexible props, costumes, small world, loose parts and story language. Model roles and narratives without taking over the play.	Engages in simple pretend play based on familiar routines, such as feeding a doll. Uses everyday objects in imaginative ways. Begins to copy adults and familiar experiences in play. Uses sounds, gestures, words or actions to represent ideas.	Develops pretend play with familiar roles, objects and experiences. Begins to create simple storylines with dolls, animals, small world or role play. Uses one object to represent another, such as a block as a phone. Plays alongside or with others in shared imaginative play.	Develops role play and small world play linked to stories, experiences and interests. Begins to create characters, settings and simple narratives. Uses language, props and actions to develop imaginative ideas. Plays cooperatively with others, negotiating roles with support.	Creates more detailed imaginative play with storylines, roles, problems and solutions. Uses vocabulary and ideas from books, experiences and teaching in play. Adapts props, costumes and materials to develop play. Collaborates with others to extend imaginative ideas.	Invents, adapts and recounts narratives and stories with peers and adults. Uses imaginative play to create characters, settings, events and storylines. Performs stories, songs, rhymes and poems with confidence and expression. Uses talk, movement, props and materials.
	Creating with purpose	Encourage children to plan, choose, make, review and adapt. Ask useful questions like "What are you trying to make?" and "What might help it stay together?"	Explores materials and actions without always having a fixed outcome. Begins to show intention, such as choosing a colour or making marks. Shows pride or interest in creations. May communicate what they have made through gesture, word or action.	Begins to create with a simple intention, such as "I'm making a house" or "this is mummy". Chooses resources for their own ideas. Begins to solve simple problems when making, such as finding more blocks. Talks about creations with adult support.	Creates for a purpose such as signs, models, pictures, props, cards or story settings. Chooses materials and tools linked to their idea. Begins to explain what they are making and how. Uses creative work to represent experiences, stories and knowledge.	Plans and creates with increasing independence and intention. Chooses tools, materials and techniques for a particular effect or purpose. Begins to review and improve creations. Uses creative work to communicate ideas, solve problems or support play.	Creates, shares and explains work with clear purpose and personal meaning. Uses materials, tools and techniques to represent ideas, experiences and imagination. Can talk about choices, process and outcome. Shows increasing independence, creativity and resilience when creating.



Creative Dreams, Brighter Futures

EYFS Progression Overview 2026–2027

Specific Area: Mathematics		Adult role	Progression Indicators Nursery 1	Progression Indicators Nursery 2	Progression Indicators Reception Autumn	Progression Indicators Reception Spring	Progression Indicators Reception Summer/ELG
	Number sense	Build number understanding through real objects, routines and songs. Avoid rushing to written numerals before children understand quantity.	Explores number through songs, rhymes, stories, routines and play. Begins to use number language such as more and lots. Begins to show interest in small quantities during play, snack and routines.	Begins to notice changes in amount, especially with small groups of objects. Uses early number language such as more, lots, all gone, again and another. Notifies numbers in the environment and daily routines.	Builds secure understanding of numbers to 5 through practical experiences. Represents numbers using fingers, objects, marks, tens frames, dice patterns and pictures. Begins to understand composition of numbers within 5.	Develops deeper understanding of numbers to 10. Explores different ways numbers can be made, partitioned and recombined. Begins to recall some number bonds within 5 and explores bonds within 10 using practical resources.	Has a deep understanding of numbers to 10, including the composition of each number. Automatically recalls number bonds up to 5 and some number bonds to 10, including double facts. Represents and explains number relationships using objects, pictures, marks and verbal reasoning.
	Counting	Model accurate counting slowly and deliberately. Teach one-to-one correspondence, stable order and cardinality through practical tasks.	Joins in with number songs, rhymes and repeated counting patterns. Begins to say some number names. Begins to understand counting as part of daily routines.	Recites numbers in order during songs, games and play. Counts small groups of objects with adult support. Begins to use one-to-one correspondence. Begins to know that the final number said represents the total amount.	Counts objects, actions and sounds with increasing accuracy. Counts forwards within 10. Uses one-to-one correspondence and cardinality when counting. Begins to count out a requested number of objects from a larger group.	Counts forwards and backwards within and beyond 10. Counts objects accurately, including those that cannot be moved, such as claps. Counts out objects from a larger group with increasing reliability.	Verbally counts beyond 20, recognising the pattern of the counting system. Counts objects, actions and sounds accurately. Uses counting to solve practical problems. Recognises that counting can continue and that numbers follow a predictable pattern.
	Subitising	Use dice, fingers, dot patterns, tens frames, plates, natural objects and quick "what do you see?" games daily.	Begins to notice very small quantities without counting. Responds to changes in small groups, such as one being added. Recognises familiar small amounts during play. Uses words such as one, two, more and gone.	Begins to subitise up to 3 objects in familiar arrangements. Recognises small groups on fingers, dice, plates, pictures or toys. Begins to say how many without counting each item. Notifies when small quantities are the same or different.	Subitises small quantities up to 4 or 5. Begins to recognise different arrangements of the same number. Uses subitising to support counting and number composition. Explains what they see using simple language, such as "I see 2 and 1."	Subitises quantities within 5 confidently and begins to recognise structured arrangements within 10. Uses known patterns to identify amounts quickly. Explains number composition using subitising. Begins to use subitising to support addition and comparison.	Subitises quantities up to 5 automatically. Uses structured arrangements to recognise and explain quantities within 10. Applies subitising to explore composition, comparison, doubles and number bonds. Uses quick recognition of number patterns to support mathematical reasoning.
	Comparison	Give children real reasons to compare e.g. snack, blocks, towers, water, sand, groups, scores, collections and tidy-up jobs.	Begins to compare amounts, sizes and quantities through play. Uses early comparison language such as more, lots, big, small, full and empty. Notifies when something has changed. Compares objects practically by looking, touching, filling and moving.	Compares groups of objects using language such as more, fewer. Begins to match objects one-to-one to compare amounts. Compares size, length, height, weight and capacity in practical contexts. Begins to explain simple comparisons with adult support.	Compares quantities within 5 and then within 10. Uses language such as more than, fewer than, equal to, same as, greater and less. Begins to explain how they know which group has more or fewer. Compares length, height, weight and capacity.	Compares quantities to 10 in different contexts. Recognises when one quantity is greater than, less than or the same as another. Explains comparisons. Orders and compares objects by size, length, height, weight and capacity.	Compares quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another. Uses mathematical language to explain comparisons clearly. Applies comparison skills to practical problem solving.
	Pattern	Use music, movement, stories, lining up, construction, beads, natural materials and number patterns.	Notifies and responds to repeated sounds, movements and actions in songs, rhymes and routines. Explores simple visual and physical patterns, such as lining up objects, repeating actions or copying claps. Begins to join in with repeated phrases, rhythms and actions. Notifies things that are the same or repeated.	Copies, continues and creates simple repeating patterns using objects, sounds, movements, colours or shapes. Begins to recognise when a pattern is wrong or has changed. Uses language such as again, next, same and repeat. Explores pattern through music, construction, movement, mark-making and nature.	Recognises, copies and continues simple repeating patterns. Creates patterns using objects, colours, shapes, movements, sounds and natural materials. Begins to describe the pattern unit, such as red-blue-red-blue. Notifies patterns in stories, numbers, routines and the environment.	Creates, continues and explains more complex repeating patterns. Identifies the repeating unit and predicts what comes next. Begins to notice numerical patterns, such as pairs, doubles, odd/even arrangements and counting patterns. Uses patterns to support reasoning and problem solving.	Explores and represents patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Creates, explains and predicts patterns using objects, shapes, sounds, movements and numbers. Uses pattern knowledge to support number reasoning and problem solving.
	Shape/space/measure	Provide blocks, loose parts, puzzles, den-building, water, sand, maps, obstacle courses and construction. Spatial reasoning grows through doing, moving and building.	Explores space, shape and measure. Uses early spatial language such as in, on, under, up, down, big, small, full and empty. Explores shapes and objects by handling, fitting, posting, rolling and stacking. Begins to notice size, position and shape in everyday play.	Talks about and explores 2D and 3D shapes. Uses positional language such as under, over, next to, behind, in front and between. Compares length, height, weight and capacity through practical play. Begins to understand simple time language such as now, next, soon, later and today.	Names and explores common 2D and 3D shapes in practical contexts. Uses shapes to build, make pictures, create models and solve problems. Uses positional and directional language to describe location and movement. Compares through hands-on experiences.	Selects, rotates and manipulates shapes to develop spatial reasoning. Composes and decomposes shapes, noticing that shapes can be combined or separated to make new shapes. Uses mathematical language to describe shape properties, position, direction, size and measure. Solves practical problems.	Uses spatial reasoning skills across play, construction, art, maps, movement and problem solving. Recognises, describes, compares and composes shapes. Uses everyday language of measure, position, direction and time confidently.



Creative Dreams, Brighter Futures

EYFS Progression Overview 2026–2027

Specific Area: Literacy	Adult role		Progression Indicators Nursery 1	Progression Indicators Nursery 2	Progression Indicators Reception Autumn	Progression Indicators Reception Spring	Progression Indicators Reception Summer/ELG
	Love of books	Read daily, reread favourites, make books visible and inviting, use expressive voices. Avoid use of online/video stories.	Shows interest in books, pictures, songs and rhymes. Enjoys sharing books with familiar adults. Handles books, turns pages and looks at pictures with support. Joins in with familiar repeated words, sounds or actions.	Enjoys listening to longer stories, rhymes and poems. Chooses favourite books and asks for stories to be repeated. Joins in with repeated refrains, actions and familiar phrases. Begins to talk about favourite characters, pictures or story events.	Listens to and talks about a wide range of stories, rhymes, poems and non-fiction texts. Begins to show preferences for authors, characters, stories and book types. Uses books independently in the reading area and provision. Begins to understand that books can entertain, inform and help us learn.	Develops sustained interest in stories, poems, rhymes and non-fiction. Chooses books for pleasure and for a purpose. Talks about favourite books, characters, facts and story events. Uses books as a stimulus for play, drawing, writing, role play and discussion.	Demonstrates enjoyment, interest and confidence with books and reading. Engages with fiction, non-fiction, poems and rhymes. Uses books to support imagination, knowledge, vocabulary and independent learning.
	Comprehension	Talk about stories, characters, settings, events, feelings and vocabulary. Use props, role play, story maps and repeated phrases.	Looks at pictures and begins to respond to familiar people, objects, animals and actions. Responds to simple questions such as "where is...?" or "who is that?" with gesture, sound, words or pointing. Begins to anticipate familiar parts of repeated stories, songs and rhymes.	Talks about pictures, characters and events in familiar stories. Answers simple "who", "what" and "where" questions about stories and books. Begins to predict what might happen next in familiar stories. Retells simple parts of a story using props, pictures or adult prompts.	Talks about key events, characters and settings in stories. Answers questions about what has been read. Begins to sequence familiar stories orally or with pictures. Makes simple predictions and links stories to own experiences.	Demonstrates deeper understanding of stories and non-fiction texts. Retells stories in sequence using story language. Talks about characters' feelings, problems and actions. Uses new vocabulary from texts in discussion, play and writing.	Demonstrates understanding of what has been read to them by retelling stories and narratives using own words and recently introduced vocabulary. Anticipates key events in stories. Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems, and during role play.
	Phonological awareness	Use songs, rhymes, rhythm, syllable clapping, alliteration, oral blending and sound games daily.	Enjoys listening to and joining in with sounds, songs, rhymes and rhythm. Explores environmental sounds, body sounds, voice sounds and instrument sounds. Begins to copy sounds, rhythms and repeated phrases. Notifies familiar sounds in songs, stories and play.	Develops phonological awareness through rhymes, rhythm, syllables and initial sounds. Spots and suggests rhymes in familiar songs and stories. Claps or counts syllables in words with support. Begins to recognise words with the same initial sound, such as mummy and monkey.	Listens carefully to sounds in words. Identifies rhyming words and continues rhyming strings. Claps syllables in words and begins to orally blend and segment simple words. Hears and says initial sounds in words.	Applies phonological awareness to support early reading and writing. Orally blends and segments simple words with increasing confidence. Identifies initial, final and some medial sounds in words. Uses rhyme, rhythm and sound play to support spelling and reading.	Uses phonological awareness confidently to support reading and writing. Can blend sounds into words and segment words for spelling. Recognises rhyme, syllables and sound patterns. Applies sound awareness alongside taught phonics when reading and writing.
	Phonics	Follow the RWI phonics programme in Reception. Keep Nursery focused on listening, rhyme, rhythm, oral blending and sound awareness.	Experiences sound-rich provision through songs, rhymes, stories, listening games and oral sound play. Begins to discriminate between familiar sounds. Copies sounds and enjoys playing with voice sounds.	Takes part in regular oral phonics activities, including listening games, rhyming, syllables, alliteration and oral blending. Begins to hear initial sounds in familiar words. May begin to recognise some meaningful letters, such as letters in their name.	Begins RWI Learns grapheme-phoneme correspondences. Begins to blend sounds to read simple words. Begins to segment sounds to spell simple words. Reads some common exception words linked to RWI.	Applies taught phonics with increasing fluency. Reads words containing known grapheme-phoneme correspondences. Blends to read words and captions/sentences matched to current phonics knowledge. Segments to spell words and begins to write simple captions and sentences. Reads more common exception words linked to RWI	Says a sound for each letter in the alphabet and at least 10 digraphs. Reads words consistent with their phonic knowledge by sound-blending. Reads aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Uses taught phonics to support spelling when writing.
	Reading	Give children repeated practice so they build confidence, fluency and success.	Shows interest in books, signs, labels, symbols and pictures in the environment. Begins to recognise familiar logos, photos, names or symbols. Understands that print and pictures carry meaning. Enjoys adult-led reading, songs and rhymes.	Recognises own name or familiar signs, symbols and logos. Begins to understand that print has meaning and is read in a particular direction. Joins in with repeated refrains and familiar story language. Begins to notice letters and sounds in meaningful contexts.	Reads individual letters by saying the sounds for them. Begins to blend sounds into words using known phonics. Reads simple words, captions or phrases matched to phonics teaching. Handles books correctly and understands basic reading behaviours, such as tracking print from left to right.	Reads simple words, captions, sentences and decodable books matched to taught phonics. Reads some common exception words. Rereads books to build confidence, fluency and understanding. Begins to self-correct when reading does not make sense.	Reads words consistent with their phonic knowledge by sound-blending. Reads aloud simple sentences and books consistent with phonic knowledge, including some common exception words. Uses reading to support understanding, enjoyment and learning.
	Writing/Mark making	Build physical readiness and purpose first. Provide reasons to write in every area: lists, signs, labels, maps, cards, menus, messages and stories.	Makes marks using fingers, hands, chunky tools, paint, chalk, water, mud and sensory materials. Shows interest in the marks they make. Begins to imitate adult writing or drawing. May give meaning to marks through gesture, sound or words.	Makes marks with increasing control and purpose. Begins to give meaning to marks, such as "that's my name" or "that says mummy". Attempts early writing in play, such as lists, signs, cards, tickets, menus or labels. Begins to form some recognisable marks, shapes or letters, especially from their name.	Gives meaning to marks and begins to write letters and sounds taught in phonics. Writes own name or some letters from name with increasing accuracy. Begins to write simple labels, lists, captions or messages using known sounds. Uses writing in provision for a purpose.	Writes words, captions and simple sentences using known phonics. Begins to use finger spaces, full stops or capital letters with support. Reads back own writing to check it makes sense. Uses writing for different purposes, such as stories, labels, instructions, cards, maps and explanations.	Writes recognisable letters, most of which are correctly formed. Spells words by identifying sounds in them and representing the sounds with letters. Writes simple phrases and sentences that can be read by others. Uses writing to communicate meaning across play and adult-led learning.



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