

St. Cleopas - Geography - Progression Map EYFS

Birth to 5	Nursery	Reception
Communication and Language	<p>Birth to 5, Range 5</p> <ul style="list-style-type: none"> • Listens to others in one-to-one or small groups when conversation interests them • Understands use of objects (e.g., Which one do we cut with?) • Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture • Beginning to understand why and how questions • Beginning to use more complex sentences to link thoughts (e.g., using and, because) • Able to use language in recalling past experiences • Can retell a simple past event in correct order (e.g., went down slide, hurt finger) • Uses talk to explain what is happening and anticipate what might happen next • Questions why things happen and gives explanations. Asks e.g., who, what, when, how 	<p>ELG</p> <ul style="list-style-type: none"> - 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. - Make comments about what they have heard and ask questions to clarify their understanding. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.
Vocabulary	Talk, explain, discuss, story. Listen, because, then.	Talk, explain, discuss, idea, share, listen, because, next, after, finally, order.
Literacy	<p>Birth to 5, Range 5</p> <ul style="list-style-type: none"> • Talks about events and principal characters in stories and suggests how the story might end • Shows interest in illustrations and words in print and digital books and words in the environment • Recognises familiar words and signs such as own name, advertising logos and screen icons • Looks at and enjoys print and digital books independently • Knows information can be relayed through signs and symbols in various forms (e.g., printed materials, digital screens, and environmental print) • Handles books and touch screen technology carefully and the correct way up with growing competence • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps • Sometimes gives meaning to their drawings and paintings 	<p>ELG</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

	<ul style="list-style-type: none"> • Ascribes meanings to signs, symbols, and words that they see in different places, including those they make themselves • Includes mark making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right 	
Vocabulary	<p>T4W stories</p> <p>Walk, around, past, across, fence, hen, through, under, yard, mill, beehives, pond, over, haystacks, weeds, field, planted, grew, pulled, catch, river, forest, cave, snowstorm, bear, grass, home, cow, fox, dog, man, cat, river, fast, catch, riverbank, closer, butterflies, valley, small, grass, goats, river, medium, bridge, big.</p>	<p>R2W vocab:</p> <p>Town, city, space, forest, shortcut, travelled, explore, house, cottage, beach, searching, spiral, whirl, formed, real-life, super-sonic, journey, underneath, disappeared, raged, wondered, shore, spotted, storm, distance, skyscrapers, taller, wild, soil, sunlight</p>
Maths	<p>Birth to 5, Range 5</p> <ul style="list-style-type: none"> • Responds to and uses language of position and direction • Predicts, moves, and rotates objects to fit the space or create the shape they would like • Responds to both informal language and common shape names • Shows awareness of shape similarities and differences between objects • In meaningful contexts, finds the longer or shorter, heavier, or lighter and more/less full of two items • Recalls a sequence of events in everyday life and stories 	<p>Birth to 5, Range 6</p> <ul style="list-style-type: none"> - Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "- - Uses spatial language, including following and giving directions, using relative terms, and describing what they see from different viewpoints - May enjoy making simple maps of familiar and imaginative environments, with landmarks - Enjoys tackling problems involving prediction and discussion of comparisons of length, weight, or capacity, paying attention to fairness and accuracy - Becomes familiar with measuring tools in everyday experiences and play
Vocabulary	<p>Forwards, backwards, next to, above, below, far, near, close, long, left, right.</p>	<p>Forwards, backwards, next to, beside, above, below, far, near, close, long, short, direction, left, right</p>
Understanding the World	<p>Birth to 5, Range 5</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <ul style="list-style-type: none"> • Talks about why things happen and how things work • Developing an understanding of growth, decay, and changes over time • Shows care and concern for living things and the environment • Begin to understand the effect their behaviour can have on the environment 	<p>ELG</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants. - 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. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (Birth to 5, Range 6) <ul style="list-style-type: none"> • Develops digital literacy skills by being able to access, understand and interact with a range of technologies
Vocabulary	<p>House, town, school, field, shop, seasons, spring, summer, autumn, winter, change, hot, cold</p>	<p>House, town, school, field, shop, seasons, spring, summer, autumn, winter, change, hot, cold, rainy, windy, stormy, snowy, sunny, cloudy, icy.</p>

Expressive Arts and Design	<p>Birth to 5, Range 5</p> <p>Develops an understanding of using lines to enclose a space and begins to use drawing to represent actions and objects based on imagination, observation, and experience.</p>	<p>Birth to 5, Range 6</p> <ul style="list-style-type: none"> • Creates representations of both imaginary and real-life ideas, events, people, and objects • Uses combinations of art forms, e.g., moving and singing, making and dramatic play, drawing and talking, constructing, and mapping.
Vocabulary	Idea, map, draw, space.	Idea, map, sign, create, draw, space