

## Preschool Progression Document

As stated in Development Matters, the Early Years curriculum should not be designed to be used as a tick list for development and instead is designed to help make informed decisions about what a child needs to learn and to be able to do next and where they are in their learning journey/development. This document has been designed to support both planning and assessment as a 'best fit' model when looking at children as individuals and what, as a trust, we feel are the steps needed to build strong foundations for successful progress. Each school will have their own wider demographics that will need to be taken into consideration, as well as their own schemes of work, for example, their phonics scheme. It is important to remember that many preschool classes will have different intakes throughout the year and therefore children may be at very different points in their learning journey.

This is a very useful guide that we would recommend sharing with parents/carers to support their understanding of their child's development in the early years:  
<https://foundationyears.org.uk/files/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf>

<b>Communication and Language</b>	<b>Starting Pre-School</b>	<b>Next Steps</b>	<b>Next Steps</b>	<b>Next Steps</b>	<b>Next Steps</b>	<b>Leaving Pre-School</b>
<p>Listening and Attention</p> <p>Speaking</p> <p>Understanding</p>	<p>Single channelled attention, using child's name helps to focus their attention to something else.</p> <p>Listens to stories and can understand some of what has happened, with the help of the pictures.</p> <p>Generally find it difficult to be directed by an adult (heavily motivated by their own agenda/interests, preferring to focus on this).</p> <p>Can focus for majority of a short carpet session of around 3 minutes. Will most likely need to learn the carpet rules e.g. listening ears, looking eyes, voices off. Children should only sit for a minute of their age.</p> <p>Shows an interest in play with sounds, songs and rhymes.</p> <p>Listens with interest to short stories and action songs (joining in too).</p>	<p>Focuses on an activity of interest for a longer amount of time.</p> <p>More willing to engage in direction from an adult.</p> <p>Listens to stories and can show an interest in what is being read, e.g. by pointing at the illustrations or talking about what they can see.</p> <p>Can focus for majority of a short carpet session of around 3 minutes.</p> <p>Beginning to have 2-way conversations, often jumping topic to topic and not continuing for many turns.</p> <p>Begins to use word endings e.g. dogs/going.</p> <p>Begins to ask some simple questions.</p> <p>Can pronounce multi-syllabic words e.g. 'computer' 'banana'.</p>	<p>Can focus for a short carpet session of around 3 minutes.</p> <p>Listens to others when they are interested in the topic.</p> <p>Enjoys listening to longer stories.</p> <p>Begins to pay attention to more than one thing at a time, which can be difficult.</p> <p>Vocabulary is influenced by their experiences and it is wider. Their vocabulary will continue to develop throughout the year.</p> <p>Understanding of conversation rules are improving, as well as attention to focus on topics in conversation. Can continue it for many turns.</p> <p>Use longer sentences of 4-6 words.</p>	<p>Focuses for longer periods of time on a range of activities.</p> <p>Using word endings but this may not always be correct, e.g. 'runned' instead of 'ran'.</p> <p>Joins in with repeated refrains in stories that they are familiar with.</p> <p>Use sentences of 4-6 words to communicate, sometimes using conjunctions e.g. 'because' 'and' 'so'</p> <p>Begins to understand that things happened in the past and can use some past tense e.g. yesterday and may use this when speaking (not always accurately)</p> <p>Begins to understand 'why'/'how' questions and respond appropriately.</p>	<p>Listens and joins in with conversations that are of interest to them.</p> <p>Responds to directions (if not focused on own choice of activity).</p> <p>Can split attention more easily between more than one thing, however this still may be developing.</p> <p>Can continue conversations for many turns, sometimes initiating them.</p> <p>Starts conversations with an adult or friend and can continue it for many turns and stay on topic.</p> <p>Use talk to organise themselves and their play.</p> <p>Understands more complex instructions that involve more vocabulary.</p> <p><b>What does this look like?</b></p> <p>Paying attention to more than one thing at a time may</p>	<p>Listens to others in one-to-one or small groups when conversation interests them.</p> <p>Showing sustained attention when listening to rhymes, songs and stories and beginning to recall key phrases.</p> <p>Begin to shift attention when required.</p> <p>Can recall key events pa</p> <p>Sings a large repertoire of songs from memory.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can ask simple questions and initiate conversation with familiar people, continuing for many turns.</p> <p>Know many rhymes, be able to talk about</p>

	<p>Listens to other people's talk with interest but can be distracted by other stimuli.</p> <p>Speaks in simple sentences of 3 words or more.</p> <p>May use gestures alongside their talk e.g. reaching towards a toy and saying 'I want it'.</p> <p>Joins in with repeated phrases/actions in nursery rhymes.</p> <p>Can verbalise emotions e.g. 'I am sad'.</p> <p>Use the speech sounds p, b, m, w and pronounce:</p> <ul style="list-style-type: none"> <li>• l/r/w/y</li> <li>• f/th</li> <li>• s/sh/ch/dz/j</li> </ul> <p>and multi-syllabic words such as 'banana' and 'computer'</p> <p>Understands simple instructions with 1 key word e.g. get your bag.</p> <p>Develops understanding of simple concepts e.g. big/little.</p> <p>Can identify familiar objects.</p> <p><b>What does this look like?</b></p> <p>Identifying familiar objects may look like pointing to the big boat when it is mentioned in the story or finding the apple from the fruit bowl when asked to get an apple.</p>	<p>Begin to talk about things that are of particular importance to them.</p> <p>Understands longer sentences e.g. 'make teddy jump'.</p> <p>Demonstrates understanding of simple concepts in play e.g. making a train move fast/slow.</p> <p>Responds to simple instructions e.g. to put away an apron.</p> <p>Understands action words e.g. 'who is running?'</p> <p>Understands who/what/where in simple questions.</p> <p><b>What does this look like?</b></p> <p>Simple questions may include:</p> <ul style="list-style-type: none"> <li>- What's that?</li> <li>- Where's my teddy?</li> </ul>	<p>Can describe things they see/interact with e.g. water being wet or a giraffe being tall.</p> <p>Can verbalise emotions and explain why they are feeling that way e.g. 'I am sad because...'</p> <p>Developing use of word endings.</p> <p>Uses what/where/who questions.</p> <p>Sings some familiar songs independently..</p> <p>Identifies familiar objects and their properties.</p> <p><b>What does this look like?</b></p> <p>Identifying familiar objects example - an adult asking for the blue car or the shiny apple and the child is able to find it without adult pointing.</p>		<p>include cutting with scissors and talking to peers at the same time, or building with bricks whilst listening to the ideas of their peers.</p> <p>Develop pronunciation but may have problems saying:</p> <ul style="list-style-type: none"> <li>• Some sounds: r, j, th, ch and sh</li> <li>• Multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</li> </ul>	<p>familiar books, and be able to tell a long story.</p> <p>Can recall events from a familiar story</p> <p>Beginning to understand <i>how</i> and <i>why</i> questions.</p> <p>Follow a two part instruction</p> <p><b>What does this look like?</b></p> <p>If a child is playing with a toy, they are still aware of the environment around them and turn their attention when needed. For example if their name is called.</p> <p>An example of a two part instruction: please put your bottle away and get your coat.</p> <p>An example of organising themselves in play 'let's go on a bus, you sit there and I'll be the driver'</p> <p>An example of conjunctions 'I like ice cream because it makes my tummy shiver'</p>
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<b>Personal, Social and Emotional Development</b>	<b>Starting Pre-School</b>	<b>Next Steps</b>	<b>Next Steps</b>	<b>Next Steps</b>	<b>Next Steps</b>	<b>Leaving Pre-School</b>
<p>Self-regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>Begin to find ways to comfort themselves when upset, using support from a familiar adult</p> <p>Begin to separate from carers with the support of a familiar and beginning to understand that their carer will come back</p> <p>Become more aware of their emotions and how to manage them</p> <p>Some may need support and encouragement to have a go at being more independent</p> <p>Become independent in going to the toilet but may still need reminders and help with personal care</p> <p>Begin to form friendships with others</p> <p>Become more confident to play independently and with other children</p> <p><b>What does this look like?</b></p> <p>Children may go and play on their own but come back to check in with a familiar adult</p>	<p>Express their likes and dislikes and begin to develop the confidence to try new things</p> <p>Separate from carers with more confidence, occasionally needing support from a familiar adult</p> <p>Begin to feel more confident to express a wider range of emotions</p> <p>Begin to select and use activities and resources, with help when needed.</p> <p>Begin to explore more complex emotions through stories and play</p> <p>Seeking out friends to play with and playing alongside others, beginning to develop sharing skills</p>	<p>Begin to become more outgoing with new people and situations</p> <p>Begin to understand why rules are important</p> <p>Begin to show more control over their actions e.g. waiting for a turn rather than snatching a toy and seeking help to do this</p> <p>Begin to understand and explain emotions more deeply e.g. "I'm feeling sad because ..."</p> <p>Begin to understand that they are part of a wider community (e.g. the class/school)</p> <p>Begin to extend play with others by making suggestions and exploring negotiation</p>	<p>Begin to follow rules and understand their role within the class e.g. it is everybody's responsibility to tidy up</p> <p>Seek support from an adult to solve conflicts</p> <p>Develop appropriate ways of being assertive</p> <p>Begin to refuse help from adults and become more independent</p> <p>Continue to develop independence e.g. putting shoes and coats on without support</p> <p>Begin to understand how to make healthier choices regarding food, drink and activity</p> <p>Begin to understand how others may be feeling</p> <p><b>What does this look like?</b></p> <p>A child may use phrases such as "Stop. I don't like that."</p>	<p>Remember rules without needing an adult to remind them</p> <p>Begin to talk with others to find solutions to their problems</p> <p>Begin to take responsibility for their actions and develop skills to reconcile by finding solutions.</p> <p>Understand that they are part of a wider community and take some responsibility for this e.g. tidying toys away, water plants etc</p> <p>Be increasingly independent to meet their own needs e.g. using the toilet, washing hands etc</p> <p>Begin to play alongside others more collaboratively</p> <p>Have some secure friendships with others but understand that they are still able to play independently.</p> <p>Begin to become more outgoing with unfamiliar people and in new social situations</p>	<p>Show an awareness of their own feelings and talk about a wider range of feelings.</p> <p>Know who to seek support from and begin to explore different ways to manage their emotions.</p> <p>Understands why rules are important and begins to follow them accordingly.</p> <p>Adapting themselves to suit different environments and social situations.</p> <p>Know what they like and dislike.</p> <p>Show an awareness of rules and behavioural expectations within the classroom and take on some responsibilities.</p> <p>Know that their actions can impact others.</p> <p>Manage their own personal hygiene such as going to the toilet.</p> <p>Shows independence when putting on coats, shoes, wellies etc. May need some support.</p> <p>Starting to build constructive and respectful relationships.</p> <p>Engage in positive interactions with adults and peers.</p>

						<p>Play collaboratively with one or more children, sometimes initiating play.</p> <p>Becoming more able to leave main carers in new situations with support from a familiar adult.</p> <p><b>What does this look like?</b></p> <p>An example of taking on responsibility: tidying away after using resources, taking on a job role like collecting fruit for snack and following routines.</p> <p>An example of knowing the impact of their actions: Seeing a child upset and offering them a toy, knowing that if they push another child they could get hurt/become sad.</p>
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Physical development	Starting Pre-School	Next Steps	Next Steps	Next Steps	Next Steps	Leaving Pre-School
<p>Gross motor skills</p> <p>Fine motor skills</p> <p>Health and wellbeing</p>	<p>Use whole body movements to join in with action songs</p> <p>Begin to walk safely indoors and run safely outdoors</p> <p>Begin to develop their own spatial awareness</p> <p>Climb up steps (e.g. to a slide) with support</p>	<p>Move their bodies to music, showing they can stop and start in a range of poses, beginning to develop balance and remember sequences and patterns.</p> <p>Begin to take shoes/coats off and put them back on with support.</p> <p>Begin to explore basic equipment where available</p>	<p>Begin to use steps and climbing equipment more independently</p> <p>Balance on a scooter or bike with more confidence</p> <p>Begin to make large arm movements accurately using ribbons or scarves</p>	<p>Ride a bike or scooter with good control and balance and change direction</p> <p>Climb, run and jump independently with increasing control and co-ordination</p> <p>Understand how to kick or throw a ball in an intended direction</p>	<p>Begin to become more adventurous and take risks within their play</p> <p>Throw and catch with increasing accuracy</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Collaborate with others to manage large items, such</p>	<p>Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, walking, hopping, jumping etc.</p> <p>Can sit showing some core strength when needed.</p>

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	<p>Know to use their legs to push themselves along on a bike or scooter</p> <p>Begin to experiment with different mark-making tools (e.g. paintbrush, pencils, chalk etc).</p> <p>Begin to use squeezey scissors to make snips in paper (may hold scissors in 2 hands)</p> <p>Pick up small objects with their fingers (e.g. buttons or beads).</p> <p>Begin to understand that soap and water are needed to wash hands</p>	<p>(e.g. bats and balls, kicking and throwing balls of varying sizes)</p> <p>Begin to match their physical skills to tasks and activities</p> <p>Begin to use tweezers to pick objects up and move them</p> <p>Begin to gain more control over mark-making tools</p> <p>Begin to manipulate playdough in a range of way (e.g. rolling, splatting, poking, pinching, squeezing etc)</p> <p>Begin to cover mouth/nose when sneezing with reminders</p>	<p>Put shoes on and off independently (unless with laces)</p> <p>Push and pull with strength (e.g. wheelbarrows, trolleys etc)</p> <p>Begin to hold a knife, fork and spoon correctly</p> <p>Manipulate playdough to make simple things e.g. cakes, pizzas etc</p> <p>Continue to develop control of mark-making tools to create basic marks</p> <p>Begin to hold scissors with fingers and thumb to make snips in paper</p> <p>Continue to wash hands and understand when it is necessary to do so</p>	<p>Start to take part in some group activities with they make up for themselves</p> <p>Know how to use pens/pencils/paintbrushes to make recognisable shapes and patterns</p> <p>Use scissors with increasing accuracy to cut along a piece of paper or simple pattern</p> <p>Choose the right resources to carry out their own plan</p> <p>Know to cover mouth and nose when sneezing and access tissues independently</p> <p>Begin to understand how can keep our bodies healthy (e.g. eating a balanced diet, drinking water, exercise etc).</p>	<p>as carrying large blocks or crates.</p> <p>Use a pencil with increasing control using a comfortable grip</p> <p>Begin to add details to their pictures</p> <p>Understand the importance of hygiene e.g. washing hands, brushing teeth</p> <p>Continue to develop an understanding of making healthy choices</p>	<p>Can understand and choose how to move across different objects/terrains.</p> <p>Can climb up and down stairs using alternate feet.</p> <p>Has an awareness of their body in space.</p> <p>Can run safely on whole foot.</p> <p>Sit correctly on a balance bike and move confidently.</p> <p>Uses simple tools to effect changes to materials, such as paint brushes, pencils for drawing.</p> <p>Beginning to show a preference for a dominant hand.</p> <p>Beginning to attempt zips with support.</p> <p>Begins to use anti-clockwise movement and retrace vertical lines.</p> <p>Uses a knife and fork.</p> <p>Developing pencil grasp, mostly using quadrupod grasp and shows control when drawing/writing.</p> <p><b>What does this look like?</b></p> <p>If a child is running through a busy area, they can slow down and navigate the space.</p>
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Literacy	Starting Pre-School	Next Steps	Next Steps	Next Steps	Next Steps	Leaving Pre-School
<p>Comprehension</p> <p>Phonics</p> <p>Writing</p>	<p>Joins in for some known songs, rhymes and phrases</p> <p>Listen to and enjoy stories</p> <p>Talk about what they can hear around them</p> <p>Identify some sounds in the environment</p> <p>Experiment different marks that they can make with a range of tools</p>	<p>Joins in with repeated phrases in familiar stories</p> <p>Know that books have words and pictures</p> <p>Know which way to hold a book and turn the pages</p> <p>Copy a familiar sound</p> <p>Continue to develop control of mark-making tools</p>	<p>Begin to recall some events in stories that they know well</p> <p>Begin to discuss how characters are feeling within a story</p> <p>Begin to recognise rhyming words</p> <p>Begin to add meaning to the marks that they make</p> <p>Draw using some early mark-making patterns</p> <p>Begin to recognise their name/letters in their name</p>	<p>Know and talk about their favourite books</p> <p>Recognise letters from their own name in other contexts</p> <p>Understand that print can have different meanings</p> <p>Begin to make predictions about what may happen next in stories</p> <p>Begin to recognise words with same initial sounds as their name</p> <p>Begin to count or clap syllables in a word</p> <p>Begin to add more detail to the pictures they draw e.g. faces on people</p>	<p>Begin to re-tell familiar stories within their play</p> <p>Know and talk about events within a known story</p> <p>Begin to talk about the things they like/dislike within a story</p> <p>Begin to listen to the individual sounds within words and may attempt to orally blend/segment them</p> <p>Find or recognise words with the same initial sounds</p> <p>Begin to write some letters within a child's name</p> <p>Some emergent writers may write their full names</p>	<p>Can recall information from stories they have listened to and engage in conversations about the story.</p> <p>Can discuss characters from stories and make predictions about what might happen next.</p> <p>Can sequence a story using visual aids or story maps.</p> <p>Can recognise own name and beginning to recognise familiar letters.</p> <p>Know that print is read from left to right in books and words carry meaning.</p> <p>Recognising print in the environment</p> <p>Aware that writing communicates meaning</p>

					or familiar words and letters e.g. mummy.	<p>Give meaning to marks they make in a range of contexts</p> <p>Understand that thoughts can be written down</p> <p>Write their name, copying it from a name card, or try to write it from memory.</p> <p>Copies adults writing behaviour, making marks and drawing with increasing control.</p>
<p><b>Mathematics</b></p> <p>Number</p> <p>Numerical patterns</p> <p>*Shape, space and measure</p>	<p><b>Starting Pre-School</b></p> <p>Can subitise 1 object.</p> <p>Can</p> <p>Counts accurately to 3. May count out of order e.g. 1, 2, 3, 6, 8.</p> <p>Can notice patterns and arrange things in patterns, such as separating things by colour or grouping cows and horses separately.</p> <p>Can compare amounts, saying e.g. 'lots' 'more' 'same'.</p> <p>Will create simple structures, usually towers of blocks on top of one another.</p>	<p><b>Next Steps</b></p> <p>Can subitise 1-2 objects.</p> <p>Interest in representing numbers on fingers, not always accurate.</p> <p>Counts accurately to 5.</p>	<p><b>Next Steps</b></p> <p>Subitise up to 3 objects.</p> <p>Can count 5 objects from a larger group.</p> <p>Can represent numbers 1-3 on fingers.</p> <p>May recognise numerals that are special e.g. '3' if they are 3 years old.</p> <p>Understands cardinal principle.</p> <p>Counts accurately to 10.</p> <p>Recognise simple shapes e.g. circle and star.</p> <p><b>What does this look like?</b></p> <p>Cardinal principle - knowing that the last number reached when counting a small set of</p>	<p><b>Next Steps</b></p> <p>Begins to compare quantities within 10.</p> <p>Recognise numerals 1-5.</p> <p>Represent numbers 1-5 on fingers.</p> <p>Matching sets of objects to numerals (up to 3).</p> <p>Use language 'more' or 'less' comparing numbers within 5.</p> <p>Can copy ABAB patterns e.g. red, blue, red, blue.</p> <p>Continue to recognise shapes and also patterns, such as 'spotty' 'pointy' 'stripes'.</p>	<p><b>Next Steps</b></p> <p>Begins to represent numbers within 10 using pictorial representations.</p> <p>Recognise numerals 1-5.</p> <p>Can represent numbers on fingers 1-5 quickly.</p> <p>Experiments with own symbols and numbers.</p> <p>Count using 1:1 correspondence.</p> <p>Can continue ABAB patterns.</p> <p>Continue to recognise shapes.</p> <p>Understand position through words alone with no pointing e.g. "The bag is under the table."</p>	<p><b>Leaving Pre-School</b></p> <p>Can use key mathematical language e.g. 'take one away', 'altogether', 'add one more'.</p> <p>Solve real world mathematical problems with numbers.</p> <p>Can sort, match and compare objects and amounts.</p> <p>Count objects, actions and sounds.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Learning to use words such as 'first', 'then', 'after' to describe a pattern of events.</p> <p>Can continue and create ABAB patterns e.g. stick, leaf, stick, leaf.</p>

			objects tell you how many there are in total.			<p>Compare size, mass and capacity.</p> <p>Can use accurate shapes when building e.g. a triangle for a roof.</p> <p>Can notice an error in an ABAB pattern and correct it.</p> <p>Can talk about routes and locations, using words such as 'in front of' and 'behind'</p> <p>Comment on properties of shapes e.g. circle is round, squares are straight.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>
<p><b>Understanding the world</b></p> <p>Past and present</p> <p>People, Culture and Communities</p> <p>The natural world</p>	<p><b>Starting Pre-School</b></p> <p>Talk about their family and home, recalling things that are not happening in the 'here and now' at school e.g. "I had toast for breakfast."</p> <p>Know about family celebrations.</p> <p>Learning to make connections between the features of my family and other families e.g. "My daddy's got short hair."</p> <p>Explore seasonal changes e.g. autumn leaves falling off</p>	<p><b>Next Steps</b></p> <p>Talk about their immediate family and their role in the family.</p> <p>Can recognise simple differences between themselves and others e.g. hair colour.</p> <p>Shows an interest in exploring how things work.</p>	<p><b>Next Steps</b></p> <p>Can discuss their understanding of change over time, e.g. "It is snowing now but it wasn't snowing before."</p> <p>Begin to understand celebrations celebrated by others.</p> <p>Talk about taking care of the world around us.</p>	<p><b>Next Steps</b></p> <p>Share past family experiences.</p> <p>Know about people who help us and explore this concept through imaginative play/discussions.</p> <p>Develop positive attitudes about the differences between people.</p> <p>Know simple animal life cycles.</p>	<p><b>Next Steps</b></p> <p>Share and understand how they have grown and changes.</p> <p>Show an interest in different occupations.</p> <p>Explore growing seeds and taking care of plants.</p> <p>Describe what they see, hear and feel whilst outside by features such as colour e.g., autumnal leaves, or size e.g., tall trees, big clouds.</p>	<p><b>Leaving Pre-School</b></p> <p>Explore changes over time e.g. old buildings and new, life cycles, a seed growing.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Identify places that are special to me.</p> <p>Know that there are different countries in the world and can discuss differences experienced or seen in</p>



	<p>the trees and colder weather.</p> <p>Enjoy exploring natural world and materials using senses and looking for minibeasts.</p>			<p>Comment on the natural world around them when going on nature walks.</p>	<p>Talk about differences/changes between materials e.g. when making play dough or cooking.</p>	<p>photos e.g. Spain is hot and has sand and England is cold.</p> <p>Developing positive attitudes about similarities and differences between themselves and people around them.</p> <p>Explore different forces.</p> <p>Learning to respect and care for the natural environment and living things.</p> <p>Describe their immediate environment using language linked to what they see such as small, spacious, tall, hidden, clean, dirty, dangerous, safe.</p> <p>Understands different parts of a life cycle, both plants and living creatures e.g. a bean and a caterpillar.</p>
<p><b>Expressive art and design</b></p> <p>Creating with materials</p> <p>Being imaginative and expressive</p>	<p><b>Starting Pre-School</b></p> <p>Will create simple structures, usually towers of blocks on top of one another. These simple structures may have a purpose, e.g. "It's my house."</p> <p>Joins different materials together.</p> <p>Makes marks with intent and meaning.</p> <p>Will explore paint/other materials with their senses,</p>	<p><b>Next Steps</b></p> <p>Continues to build simpler structures, may experiment more with shape and space used. Structures should have a planned purpose.</p> <p>Make choices about which materials to use when creating.</p> <p>Acts out simple scenarios with small world toys.</p> <p>Begins to roleplay alongside others.</p>	<p><b>Next Steps</b></p> <p>Develops use of other resources when constructing e.g. combining large bricks with small wooden bricks.</p> <p>Create closed shapes with continuous lines.</p> <p>Begins to roleplay more collaboratively with their peers, may suggest ideas to keep the play going.</p> <p>Can use other resources to represent something</p>	<p><b>Next Steps</b></p> <p>Continues to develop use of other resources when constructing, organising their building materials in a more interesting way.</p> <p>Show an interest in colour mixing.</p> <p>Begin to include details on drawings.</p> <p>Begins to develop roleplay with a small group of children.</p>	<p><b>Next Steps</b></p> <p>Creates more complex structures with blocks/other resources.</p> <p>Represent feelings, noises and movements through drawing.</p> <p>Continues to develop roleplay with a small group of children.</p> <p>Builds stories around small world characters.</p> <p>Creates own songs using musical accompaniments.</p>	<p><b>Leaving Pre-School</b></p> <p>Learn how to mix colours to create new ones e.g. blue and yellow make green.</p> <p>Can talk about what they are creating and the process they are taking.</p> <p>Sing familiar nursery rhymes from memory.</p> <p>Show particular interest in playing imaginatively</p>

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	<p>enjoying smearing paint or shaving foam, for example.</p> <p>Listen to and show interest in music, joining in with simple and repetitive rhymes and songs.</p> <p>Roleplays in a simpler manner.</p> <p>Interacts with roleplay resources appropriately. Can use some resources in an abstract way, e.g. holding a block to their ear and pretending it's a phone.</p> <p>Enjoys playing with simple small world toys e.g. train tracks, cars and dinosaurs.</p> <p>May roleplay alone.</p> <p><b>What does this look like?</b></p> <p>Roleplaying in a simple manner may include mixing food in a bowl or putting a baby to sleep.</p> <p>Appropriate interaction with roleplay resources may include using the phone to talk, a cup for drinking tea and a spoon for mixing.</p>	<p>Can fill in the blanks during songs and perform them with greater independence.</p> <p><b>What does this look like?</b></p> <p>Acting out simple scenarios with small world toys may include e.g. a dinosaur eating, a doll house person sleeping in bed.</p>	<p>even though they are not similar e.g. using shells and buttons as ingredients/food.</p>	<p>I can show different emotions in my pictures, like happiness, sadness, fear etc.</p> <p>Follow adult signals/instructions when playing instruments e.g. play and stop, loud and quiet. Focusing on more than one thing at a time.</p> <p>Begins to show a greater interest in roleplaying with small world characters.</p>		<p>within the learning environment.</p> <p>Constructs imaginative small worlds with a range of resources e.g. using bricks and animals to make a zoo.</p> <p>Takes on a role within their play.</p> <p>Uses items in the environment to represent other objects, e.g. buttons for money.</p>
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