



Dry Drayton (C) C of E Primary School, and Pre-school

Progression of Development Matters statements for Dry Drayton Pre-school

This document is designed to indicate the developmental progression steps in each area of learning from the beginning of Pre-school to the end.

Dry Drayton Pre-school Areas of Learning / Progression for Rising 5s

In the Autumn Term there are always overlaps with the birth to 3 years section, these statements appear in the Pre-school Autumn 1 section as we acknowledge that for some children this is the first experience children have of separating from their parents, and also some children will have only just turned 3 when joining our Pre-school.

We ensure that children's individual learning journeys are carefully considered and planned for, as developing the unique child is at the centre of everything that we do. The Development Matters guidance is non-statutory document at Dry Drayton Pre-school we use it to inform our planning as it presents pathways of children's development in broad ages. This allows us to ensure that there is clear planned progression within our Pre-school for the rising 5's.

There are always overlaps with developmental statements and depending on the cohort of children this document will vary year by year, children learn and develop more from birth to five years old than at any other time in their lives. Every child can make progress, if they are given the right support, resources and time to play.



Dry Drayton (C) C of E Primary School, and Pre-school

Bluebells (Rising 5s)

	Autumn	Spring	Summer
Communication and Language	<p>Developing a two-channel attention and understands a question or instruction that has two parts, such as: "Get your coat and wait at the door"</p> <p>Can start a conversation with a friend or an adult and continue Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver"</p> <p>Pay attention to more than one thing at a time, which can be difficult</p>	<p>Use a wider range of vocabulary.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</p> <p>Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh also multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</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>Enjoy listening to longer stories and can remember much of what happens</p> <p>Sing a large repertoire of songs.*</p>	<p>Know many songs and rhymes, be able to talk about familiar books, and be able to tell a long story</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Using sentences of four to six words – "I want to play with cars" or "What's that thing called?"?</p> <p>Joining up sentences with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver"</p> <p>Beginning to use the future and past tense: "I am going to the park" and "I went to the shop"? Can the child answer simple 'why' questions?</p>



Dry Drayton (C) C of E Primary School, and Pre-school

Personal, Social and Emotional Development	<p>Become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly</p> <p>Develop their sense of responsibility and member of a community</p>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p> <p>Increasingly follow rules, understanding why they are important without needing an adult to remind them</p> <p>Select and use resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them</p> <p>Show more confidence in new social situations</p> <p>Play with one or more other children, extending and elaborating play ideas</p>	<p>Make healthy choices about food, drink, activity and tooth brushing</p> <p>Talk with others to solve conflicts and gradually understand how others might be feeling</p> <p>Develop appropriate ways of being assertive</p> <p>Do not always need an adult to remind them of a rule</p>
Physical Development	<p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p>	<p>Match their developing physical skills to tasks and activities in the setting.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p>



Dry Drayton (C) C of E Primary School, and Pre-school

	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment eg making snips in paper with scissors.</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p> <p>Start to eat independently and learning to use a knife and fork.</p> <p>Choose the right resources to carry out their own plan.</p>	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Show a preference for a dominant hand, use a comfortable grip with good control when holding a pencil.</p> <p>Increasingly independent in their own care needs.</p>
<p>Literacy</p>	<p>Understands that print has meaning</p> <p>Enjoys sharing books with an adult and asks questions about the book, making comments and sharing their own ideas</p> <p>Show an interest in print in the environment and recognises familiar words and logos</p>	<p>Understand that we read English text from left to right and from top to bottom</p> <p>Can demonstrate understanding of page sequencing and book orientation</p> <p>Mark-make on their picture to stand for their name</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page using shapes that resemble letters</p>	<p>Write some or all of their name</p> <p>Beginning to recognise some words with the same initial sounds</p> <p>Develop their phonological awareness, so that they can: spot and suggest rhymes</p> <p>Can count or clap syllables in a word</p>



Dry Drayton (C) C of E Primary School, and Pre-school

	<p>Adds some marks to their drawings which they give meaning to e.g. 'That's Mummy'</p>		
Mathematics	<p>Say one number for each item in order: 1,2,3,4,5</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising')</p> <p>Show 'finger numbers' up to 5. - <i>Ongoing throughout the year</i> <i>Number rhymes counting up and down from 10</i></p> <p>Understand position through words alone – for example, 'The bag is under the table,' 'in front of' and 'behind', with no pointing</p>	<p>Solve real world mathematical problems with numbers up to 5</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</p> <p>Experiment with their own symbols and marks as well as numerals</p> <p>Make comparisons between objects relating to size, length, weight and capacity</p> <p>Compare quantities using language: 'more than', 'fewer than'</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p>	<p>Recite numbers past 5</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; straight', 'flat', 'round'</p> <p>Describe a familiar route. e.g. local walks, visiting park, recall the route and the order of things seen on the way</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'. Use spatial words in play, including 'in', 'on', 'under', 'up', 'down', 'besides' and 'between'</p> <p>Begin to describe a sequence of events, real, or fictional using words as 'first, then, next, finally'</p>



Dry Drayton (C) C of E Primary School, and Pre-school

<p>Understanding the World</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Understand that some places are special to members of their community.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Show interest in different occupations e.g. People who help us.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Continue developing positive attitudes about the differences between people</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Understand the key features of the life cycle of a plant and an animal. Plant seeds and care for growing plants.</p> <p>Talk about the differences between materials and changes they notice. – <i>this strand is ongoing throughout the year</i> cooking – combining different ingredients, and then cooling or heating (cooking) them, melting – leave ice cubes out in the sun, see what happens when you shake salt onto them.</p> <p>Celebrate and value cultural, religious and community events and experiences.</p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel e.g. how the water pushes up when they try to push a plastic boat under it, how they can stretch elastic, snap a twig, but cannot bend a metal rod, magnetic attraction and repulsion</p> <p>Begin to make sense of their own life-story and family's history. Spend time with children talking about photos and memories.</p> <p>Continue to develop positive attitudes about the differences between people and their cultures.</p>
<p>Expressive Arts and Design</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p>	<p>Develop their own ideas and then decide which materials to use to express them. E.g. glue and masking tape for sticking pieces of scrap</p>



Dry Drayton (C) C of E Primary School, and Pre-school

	<p>Explore colour and colour mixing</p> <p>Remember and sing entire songs</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc</p> <p>Join different materials and explore different textures. In order to develop their ideas about how to use them and what to make</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects</p>	<p>Join materials and explore different textures.</p> <p>Play instruments with increasing control to express their feelings and ideas</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</p> <p>Sing the melodic shape of a familiar song</p> <p>Encourage children to draw from their imagination and observation. E.g. observation flower and vegetable drawing</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc</p>	<p>materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Sing the pitch of a tone sung by another person ('pitch match')</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play, share and perform a wide variety of music and songs from different cultures and historical periods</p>
--	---	--	---



Dry Drayton (C) C of E Primary School, and Pre-school

Dry Drayton Pre-school Areas of Learning / Progression for Rising 3s

This document is designed to indicate the developmental progression steps in each area of learning from the time the children start in Pre-School until the academic year before they start school (the child would then move onto Rising 5s).

We ensure that children's individual learning journeys are carefully considered and planned for, as developing the unique child is at the centre of everything that we do. The Development Matters guidance is non-statutory document at Dry Drayton Pre-school, we use it to inform our planning as it presents pathways of children's development in broad ages. This allows us to ensure that there is clear planned progression within our Pre-school for the rising 3s.

There are always overlaps with developmental statements and depending on the cohort of children this document will vary year by year, children learn and develop more from birth to five years old than at any other time in their lives. Every child can make progress if they are given the right support, resources and time to play.

Poppies (Rising 3s)

	Autumn	Spring	Summer
--	--------	--------	--------



Dry Drayton (C) C of E Primary School, and Pre-school

<p>Communication and Language</p>	<p>Learn new words and be able to use them to communicate about what matters to them</p> <p>Use gestures sometimes with limited talk that is largely concerned with the 'here and now'</p> <p>Single channelled attention</p> <p>Start to say how they are feeling, using words as well as actions</p> <p>Use intonation, pitch and changing volume when 'talking'</p> <p>Show interest in play with sounds, songs and rhymes</p>	<p>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'</p> <p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')</p> <p>Have some favourite stories, songs and rhymes, repeats words and phrases from familiar stories</p>	<p>Use around 300 words, these words include descriptive language</p> <p>Understand more complex sentences</p> <p>Hold a conversation jumping from topic to topic</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures</p>
<p>Personal, Social and Emotional Development</p>	<p>Separate from main carer with support</p> <p>Express own preferences and interests</p> <p>Seek comfort from familiar adults when needed</p>	<p>Seek to do things for themselves knowing that an adult is close by ready to support if needed</p> <p>Be increasingly able to talk about and manage their emotions</p> <p>Aware of some actions can hurt or harm others</p>	<p>Show understanding and cooperate with some boundaries and routines</p> <p>Learn to use the toilet with help, and then independently</p> <p>Seek out others to share experiences</p> <p>Try to help or give comfort when others are distressed</p>



Dry Drayton (C) C of E Primary School, and Pre-school

	<p>Can express their own feelings such as sad, happy, cross, scared, worried</p> <p>Interested in other's play and starting to join in</p>	<p>Seek out others to share experiences</p>	<p>May form a special friendship with another child</p> <p>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..."</p>
Physical Development	<p>Enjoy starting to kick, throw and catch balls</p> <p>Build independently with a range of appropriate resources</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle</p> <p>Feed self competently with a spoon</p> <p>Respond to rhythm, music and story by means of gesture and movement</p>	<p>Climb confidently and begin to pull themselves up on play equipment</p> <p>Become aware of how to negotiate the space and objects around them</p> <p>Turn pages of a book, sometimes several at once</p> <p>Clearly communicate their needs for potty or toilet</p> <p>Combine and repeat a range of movements</p>	<p>Use large and small motor skills with help, for example manage buttons and zips, and pour drinks</p> <p>May be beginning to show preference for dominant hand</p> <p>Beging to use three fingers (tripod grip) to hold writing tools</p> <p>Start to eat independently and learn how to use a knife and fork</p> <p>Begin to be independent in self-care, but often needs adult support</p>
Literacy	<p>Enjoy songs and rhymes, tuning in and paying attention</p>	<p>Has some favourite stories, rhymes and poems</p>	<p>Make marks on their picture to stand for their name</p>



Dry Drayton (C) C of E Primary School, and Pre-school

	<p>Repeat words and phrases from familiar stories</p>	<p>Fills in the missing word or phases in a known rhyme, story or game. e.g. 'Twinkle twinkle little ...'</p> <p>Distinguish between the different marks they make</p>	<p>Ask questions about the book. Make comments and share their own ideas</p> <p>Notice some print, such as the first letter of their name, a bus or door number</p> <p>Begin to add some marks to their drawings, which they give meaning to. For example: "That says mummy"</p>
Mathematics	<p>Take part in finger rhymes with numbers</p> <p>Have some understanding of 1,2 especially when the number is important to them</p> <p>Anticipates specific time-based events such as snack/lunch time or home time</p>	<p>Create and experiment with symbols and marks</p> <p>Notice simple shapes and patterns in pictures</p> <p>Begin to understand that a group of things changes in quantity when something is added or taken away</p>	<p>Recites some number names, sometimes skipping numbers - '1- 2-3-5</p> <p>Select a small number of objects from a group when asked</p> <p>Compare amounts, saying 'lots', 'more' or 'same'</p> <p>Compare sizes, weights etc. using gesture and some language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'</p>



Dry Drayton (C) C of E Primary School, and Pre-school

<p>Understanding of World</p>	<p>Has a sense of own immediately family and relations</p> <p>Explore natural materials, indoors and outside</p> <p>In pretend play, begin to imitates everyday actions from own family and cultural background</p>	<p>Make connections between the features of their family and other families</p> <p>Enjoy playing with small -world play like farm, zoo, train track</p> <p>Show an interest why things happen</p> <p>Operate mechanical toys, pulls back on friction toys or use remote control toys</p>	<p>Explore, play and seek meaning in their experiences</p> <p>Beginning to have their own friends</p> <p>Use others as sources of information and learning</p> <p>Are curious and interested in making things happen</p> <p>Recognise some special times in their lives and the lives of other.</p> <p>Learn that they have similarities and differences that connect them to, and distinguish them from others</p>
<p>Expressive Arts and Design</p>	<p>Seek to make sense of what they see, hear, smell, touch and feel</p> <p>Explore different materials, using all senses to investigate them</p> <p>Experiment with colours and marks using fingers and beginning to use brushes and other tools</p>	<p>Show an interest in how musical instruments sound</p> <p>Begin to make-believe by pretending, one object represents another</p> <p>Manipulate different play materials like play dough</p>	<p>Begin to combine movement, materials, media or marks</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks and models they make</p> <p>Using their imagination when using different materials</p>



Dry Drayton (C) C of E Primary School, and Pre-school

	<p>Join in with songs and rhymes, making some sounds</p> <p>Create sounds by banging, shaking, tapping or blowing</p>	<p>Express ideas and feelings through mark making using all their senses to investigate them</p>	
--	---	--	--