

St Lawrence C of E Primary School EYFS Curriculum and Progression Document 2026-2027

Guided by our vision to see every child "soar on wings like eagles" (Isaiah 40:31), our Early Years curriculum, across Little Lawrences and Reception, provides a nurturing launchpad where children build the independence, emotional resilience, and social confidence to shine. Our responsive curriculum is actively shaped by each child's unique interests, and developmental needs; We focus on high-quality interactions to develop and progress children in their learning and a language rich environment. Daily inputs, including phonics and mathematics secure strong foundational mastery for future school success. We look closely at every individual learner to ensure no child is left behind, weaving targeted support, active outdoor physical play, and joyful creative exploration into daily experiences so that every child thrives.

How our EYFS curriculum progresses and is implemented

This document maps the intended progression of knowledge, skills and learning behaviours from Little Lawrences through Reception. The progression is carefully sequenced across the six terms so that children build on what they already know and can do, revisit important learning and become increasingly confident, independent and fluent.

The progression is a guide for teaching rather than a rigid timetable. Staff use it alongside children's starting points, developmental needs, observations, interests and assessment to decide what to teach, when to revisit learning and what additional support or challenge is needed.

- Learning is revisited and practised so that important foundational knowledge and skills become increasingly secure and fluent.
- Teaching is adapted in response to what children know, understand and can do; misconceptions and gaps are identified and addressed through further teaching and purposeful practice.
- High-quality adult interaction, modelling, vocabulary development, talk, play and carefully chosen experiences are used to deepen understanding and support children to apply learning in different contexts.
- Additional teaching, targeted support and appropriate intervention are used when children need more time, practice or a different approach to secure key learning.

Securing strong foundations

Our curriculum reflects the principles set out in Ofsted's Strong foundations in the first years of school. We identify the foundational knowledge, skills and learning behaviours children need for later success, with particular attention to communication and language, early reading and phonics, early writing, mathematics, physical development and self-regulation. Children have frequent opportunities to listen, talk, practise, retrieve, apply and revisit important learning so that it becomes increasingly secure.

Foundational learning is not treated as a checklist. Staff consider children's developmental starting points and use professional knowledge and assessment to ensure that teaching is appropriately ambitious, responsive and accessible. Where learning is not yet secure, children receive additional explanation, modelling, guided practice and repeated opportunities to apply the learning.

Assessment and responsive teaching

Assessment is woven into everyday teaching. Staff observe children in adult-led learning, play, routines and interactions, capturing significant knowledge, skills, vocabulary, misconceptions and learning behaviours. Observations and assessment are used to inform next steps rather than create unnecessary paperwork.

- Staff check what children already know before introducing new learning and make connections with prior knowledge.
- Staff identify children who need additional practice, support or challenge and adapt provision accordingly.
- Progress is considered across time and in different contexts, with increasing independence and application valued alongside acquisition of new knowledge and skills.
- The final column in each progression map provides prompts for observing learning through children's interests and the Characteristics of Effective Teaching and Learning.

Curriculum design is informed by the statutory EYFS framework, Development Matters and the principles of Strong foundations in the first years of school. Together, these approaches support the implementation of our curriculum by ensuring that children experience warm relationships, purposeful interactions and an environment that encourages curiosity, independence, communication and a love of learning.

A Hygge-inspired environment

Our EYFS environment is influenced by a Hygge approach. We aim to create warm, calm and welcoming spaces where children feel secure, valued and comfortable to explore, play, talk and learn. Carefully considered spaces, natural resources, cosy areas, opportunities for independence and time to develop relationships support children's wellbeing and learning. The environment is adapted in response to children's needs, interests and developmental stages.

High-quality interactions - SHREC

Staff use the SHREC approach to support high-quality adult-child interactions throughout the day. These interactions help us to notice children's interests, develop language and vocabulary, extend thinking, encourage sustained engagement and support children to make meaningful connections in their learning. SHREC is used alongside our curriculum and professional judgement rather than as a separate programme.

Our approach to teaching, learning and the environment

Particular attention is given to the foundations of communication and language, early reading and phonics, early writing, mathematics, physical development and self-regulation. These foundations are revisited and strengthened across the year so that children are increasingly able to apply their learning independently.

Staff use children's starting points, observations and assessment to identify what children know, understand and can do. Teaching is adapted in response to children's developmental needs, interests and misconceptions, with additional teaching, practice and targeted support provided where needed. Assessment is part of everyday teaching and interactions rather than an end in itself.

Our curriculum identifies the foundational knowledge, skills and learning behaviours children need to become successful learners. Learning is carefully sequenced from Little Lawrences through Reception, with opportunities to revisit, practise and apply important knowledge until children become increasingly fluent and independent.

Communication & Language - Listening, Attention & Understanding

LL Autumn	LL Spring	LL Summer	Rec Autumn	Rec Spring	Rec Summer	COEL	Observation & Interest Link
• Listen to longer stories • Remember key events • Show increasing attention when interested • Follow simple instructions • Begin to follow two-step instructions (with support) • Respond to familiar rhymes, songs, and stories • Begin to understand simple "who" and "what" questions	• Understand "why" questions • Predict what might happen next in stories or routines • Maintain attention in small groups • Follow 2-3 step instructions with growing independence • Listen to stories without pictures/props and respond appropriately	• Understand longer instructions • Listen and respond to peers during play • Use talk to clarify ideas and thinking • Listen attentively in various contexts • Show sustained concentration during enjoyed activities • Understand a wide range of question types	• Understand how to listen carefully and why it is important • Follow directions • Make connections using prior knowledge • Engage in story times and join in with repeated phrases • Begin to understand stories without pictures/props	• Ask questions to find out more • Understand humour • Retell stories using story language • Follow stories without pictures or props • Understand complex sentence structures • Respond to "why" and "how" questions	• Understand "who", "what", "where", "when", "why", and "how" questions • Hold conversations with back-and-forth exchanges • Listen to songs, rhymes, and poems, noticing how they sound • Use new vocabulary independently in different contexts	• Show high involvement when exploring new ideas • Persist when tasks become challenging • Use thinking skills to predict and question • Adapt strategies when things do not go as expected	• Notice when attention increases due to interests • Capture vocabulary used when explaining understanding • Note when a child returns to an activity independently

Communication and Language - Speaking

LL Autumn	LL Spring	LL Summer	Rec Autumn	Rec Spring	Rec Summer	COEL	Observation & Interest Link
• Use longer sentences (4-6 words) • Talk about familiar experiences • Use new vocabulary from stories and play • Begin to use talk to organise play and share ideas	• Use talk to explain thinking • Use connectives ("because", "and", "so") • Retell simple events in order • Use new vocabulary in context • Engage in back-and-forth conversations	• Speak in well-formed sentences • Use a wide range of vocabulary • Express ideas clearly • Retell stories with detail • Negotiate roles in play • Use talk to solve problems	• Learn and use new vocabulary • Describe events in detail • Engage in story-related talk • Begin to use talk to clarify ideas and express opinions	• Connect ideas using a range of conjunctions • Retell stories with increasing detail • Use new vocabulary across different contexts	• Express ideas using full sentences • Use vocabulary influenced by books • Participate confidently in discussions	• Show curiosity, motivation, and sustained engagement in talk • Persist when finding words • Adapt language to different situations	• Capture new vocabulary used spontaneously • Note when children explain ideas • Observe language used in play

Personal, Social & Emotional Development - Self-Regulation

LL Autumn	LL Spring	LL Summer	Rec Autumn	Rec Spring	Rec Summer	COEL	Observation & Interest Link
• Recognise and talk about own feelings • Focus during short activities • Follow one-step instructions	• Talk about feelings • Begin to consider the feelings of others • Follow two-step instructions	• Identify and moderate own feelings • Consider the needs of others • Maintain focus during extended	• Recognise different emotions • Talk about feelings • Focus during whole-class	• Follow two-step instructions • Identify and moderate feelings • Adapt	• Maintain focus during extended teaching • Follow instructions of 3 steps or more • Set simple	• Show understanding of feelings • Persist with challenges • Adapt strategies • Evaluate	• Capture examples of self-regulation • Note waiting, turn-taking, or managing disappointment

• Manage emotions with adult support	• Adapt behaviour with support • Begin to use calming strategies	activities • Persevere when challenges arise	sessions • Follow one-step instructions	behaviour to different situations • Confidently choose resources	goals • Wait for what they want • Control impulses	outcomes • Show curiosity and motivation	• Observe response to challenge
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Personal, Social & Emotional Development - Managing Self

LL Autumn	LL Spring	LL Summer	Rec Autumn	Rec Spring	Rec Summer	COEL	Observation & Interest Link
• Develop independence in self-care (toileting, handwashing) • Start to make healthy choices about food and activity	• Manage own needs more independently (dressing, hygiene) • Begin to understand the importance of healthy choices	• Show increasing independence • Manage own needs confidently • Make healthy choices about food, drink, and activity	• Manage own needs (toileting, hygiene, dressing) • Begin to understand healthy choices	• Show confidence in managing needs • Make healthy choices	• Manage own needs independently • Consistently make healthy choices	• Show persistence, independence, and motivation in managing self	• Capture independence in routines • Note healthy choices • Observe confidence

Personal, Social & Emotional Development - Building Relationships

LL Autumn	LL Spring	LL Summer	Rec Autumn	Rec Spring	Rec Summer	COEL	Observation & Interest Link
• Play alongside others • Show interest in peers	• Play with others • Share resources with	• Build friendships • Cooperate in play	• Form positive relationships with adults and peers	• Show empathy • Negotiate roles	• Work and play cooperatively • Show empathy • Resolve	• Show curiosity, motivation, and persistence in	• Capture peer interactions • Note empathy

• Form attachments with familiar adults	support • Begin to take turns • Show empathy and respond to others' feelings	• Negotiate roles • Show empathy and understanding	• Play cooperatively • Take turns	• Build friendships	conflicts with support	social interactions	• Observe cooperation
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Physical Development - Gross Motor Skills

LL Autumn	LL Spring	LL Summer	Rec Autumn	Rec Spring	Rec Summer	COEL	Observation & Interest Link
• Move safely in space • Experiment with ways of moving • Develop core strength • Climb, balance, and negotiate space	• Travel over, under, and through equipment • Develop balance and coordination • Begin to jump and land safely • Use large equipment confidently	• Use movements with control • Create simple movement sequences • Develop ball skills (rolling, kicking, throwing) • Show spatial awareness	• Develop fundamental movements and core strength • Move safely • Balance, jump, roll, and track a ball • Explore ways of moving/stopping safely	• Take part in team games • Practise aiming and throwing • Dribble using hands • Change direction	• Demonstrate strength, balance, and coordination • Catch with accuracy • Dribble with feet • Move to music • Copy and create actions	• Persist with physical challenges • Adapt strategies • Show curiosity and motivation	• Capture ball skills • Note confidence on apparatus • Observe teamwork and turn-taking

Physical Development - Fine Motor Skills

LL Autumn	LL Spring	LL Summer	Rec Autumn	Rec Spring	Rec Summer	COEL	Observation & Interest Link
• Begin to use one-handed tools	• Use tools with increasing	• Use tools confidently	• Develop fine motor control	• Refine letter formation	• Write letters accurately	• Show persistence,	• Capture pencil grip

• Develop hand strength • Explore mark-making	- control • Develop tripod grip • Refine mark-making	• Form recognisable shapes and letters • Show control in fine motor tasks	• Use tools safely • Begin to form letters	• Use tools with precision • Show control in tasks	• Use tools confidently • Show dexterity	motivation, and control in fine motor tasks	• Note tool use • Observe mark-making
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Literacy - Comprehension

LL Autumn	LL Spring	LL Summer	Rec Autumn	Rec Spring	Rec Summer	COEL	Observation & Interest Link
• Use pictures to tell stories • Sequence familiar stories • Talk about characters	• Answer questions • Predict events • Enjoy a range of books	• Retell stories • Talk about characters • Retrieve information	• Use pictures to sequence stories • Engage in story times	• Act out stories • Predict endings • Talk about characters	• Answer questions • Use vocabulary influenced by books • Retrieve information	• Show engagement, curiosity, and make connections	• Capture story language • Note predictions • Observe book choices

Literacy - Word Reading

LL Autumn	LL Spring	LL Summer	Rec Autumn	Rec Spring	Rec Summer	COEL	Observation & Interest Link
• Recognise familiar logos and environmental print	• Recognise some letters and sounds	• Recognise more letters • Begin oral blending	• Recognise taught sounds • Blend CVC words • Read simple captions	• Read simple sentences • Recognise tricky words • Apply phonics	• Read sentences fluently • Apply phonics independently	• Show persistence, motivation, and curiosity in reading	• Capture blending attempts • Note tricky words • Observe reading behaviours

					• Discuss what they read		
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Literacy - Writing

LL Autumn	LL Spring	LL Summer	Rec Autumn	Rec Spring	Rec Summer	COEL	Observation & Interest Link
• Make marks with meaning • Talk about marks • Begin to form shapes	• Form some letters • Write name • Attempt words	• Write labels, captions, and simple sentences	• Form letters correctly • Write simple sentences • Use finger spaces	• Write sentences with capital letters and full stops	• Write extended sentences • Use punctuation • Apply phonics	• Show creativity, persistence, and motivation in writing	• Capture mark-making • Note sentence attempts • Observe writing choices

Mathematics - Number

LL Autumn	LL Spring	LL Summer	Rec Autumn	Rec Spring	Rec Summer	COEL	Observation & Interest Link
• Recognise numbers 1-3 • Subitise to 3 • Find one more	• Recognise numbers to 5 • Subitise to 5 • Find one less	• Recognise numbers to 10 • Explore composition • Solve simple problems	• Recognise numbers to 5 • Subitise • Find one more/less	• Recognise numbers to 10 • Explore composition • Learn number bonds	• Recap numbers to 10 • Explore doubles • Learn subtraction facts • Practise estimation	• Test ideas • Show curiosity • Persist	• Capture counting • Note subitising • Observe problem-solving

Mathematics - Numerical Patterns

LL Autumn	LL Spring	LL Summer	Rec Autumn	Rec Spring	Rec Summer	COEL	Observation & Interest Link
• Notice patterns in the environment	• Copy, continue, and create simple patterns	• Explore more complex patterns and relationships	• Recognise patterns • Count beyond 10 • Compare quantities	• Explore odd/even numbers • Explore doubles and patterns	• Use patterns to solve problems	• Show curiosity, reasoning, and persistence	• Capture pattern talk • Note comparisons • Observe reasoning

Understanding the World - Past & Present

LL Autumn	LL Spring	LL Summer	Rec Autumn	Rec Spring	Rec Summer	COEL	Observation & Interest Link
• Talk about own life story • Talk about how they have changed	• Know about figures from the past • Identify similarities and differences	• Talk about the past through stories and events	• Talk about the lives of people around them	• Know similarities and differences between past and now	• Understand the past through settings, characters, and events • Make connections	• Show curiosity and reasoning	• Capture talk about the past • Note comparisons • Observe understanding

Understanding the World - People, Culture & Communities

LL Autumn	LL Spring	LL Summer	Rec Autumn	Rec Spring	Rec Summer	COEL	Observation & Interest Link
• Talk about family and community	• Explore different cultures and traditions	• Understand similarities and differences between	• Talk about community and people who help us	• Explore different cultures and traditions	• Understand diversity • Respect differences	• Show curiosity, respect, and reasoning	• Capture cultural talk • Note comparisons • Observe respect

		families and communities					
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Understanding the World - The Natural World

LL Autumn	LL Spring	LL Summer	Rec Autumn	Rec Spring	Rec Summer	COEL	Observation & Interest Link
• Explore the natural environment • Notice changes • Talk about what they see	• Explore growth, change, and lifecycles	• Talk about habitats, weather, and seasonal change	• Explore the natural world • Notice patterns • Talk about changes	• Understand lifecycles, habitats, and seasonal change	• Explain changes • Make observations	• Show curiosity, reasoning, and persistence	• Capture observations • Note questions • Observe exploration

Expressive Arts & Design - Creating with Materials

LL Autumn	LL Spring	LL Summer	Rec Autumn	Rec Spring	Rec Summer	COEL	Observation & Interest Link
• Explore materials • Experiment with tools • Create simple models	• Combine media • Select tools • Adapt ideas	• Create with purpose • Evaluate creations • Add detail	• Explore materials • Join materials • Use tools safely	• Develop techniques • Experiment with colour, design, and texture	• Create collaboratively • Evaluate work • Refine ideas	• Show creativity, problem-solving, and persistence	• Capture choices • Note techniques • Observe creativity

Expressive Arts and Design - Being Imaginative & Expressive

LL Autumn	LL Spring	LL Summer	Rec Autumn	Rec Spring	Rec Summer	COEL	Observation & Interest Link
• Engage in pretend play	• Develop storylines	• Create own stories	• Engage in imaginative play	• Develop narratives	• Create performances	• Show creativity,	• Capture role-play • Note storylines

• Explore sounds • Sing familiar songs	• Use props • Explore movement	• Perform • Use imagination confidently	• Sing songs • Explore instruments	• Perform • Use movement expressively	• Adapt narratives • Express ideas confidently	expression, and motivation	• Observe expression
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