

Meldreth Preschool Progression – Caterpillars (rising 3’s)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessments	Baselines I can flowers Supervisions	2 yr checks I can flowers Supervisions	Baselines 2 yr checks I can flowers Supervisions	2 yr checks I can flowers Supervisions	Baselines 2 yr checks I can flowers Supervisions	End of year reports I can flowers Supervisions
Possible themes	This is Me! Autumn	All about colours Winter wonderland	Around the world On the move	Step into Spring Easter	Mini beasts Lifecycles	By the sea Summer fun
Events/celebrations	Back to school BBQ Harvest Festival Halloween	Bonfire Night Remembrance Day Diwali St. Andrews Day Hannukah Christmas	New Year Burns Night Lunar New Year Shrove Tuesday Valentine’s Day	St. David’s Day World Book Day Mother’s Day St Patrick’s Day Easter	St. George’s Day Mental health week	Father’s Day Sports Day Graduation
Experiences Outings Visitors	Autumn collection in garden Family photos	Winter treasure hunt Colour experiments	Baking biscuits Arctic exploration tray	Gardening club Spring collection in the garden	Gardening club Preschool visits	Gardening club Visit the school grounds

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language Development	<p><u>Listening, Attention and Understanding</u> Understand simple words and point to objects</p> <p><u>Speaking</u> Children will know and use vocabulary linked to the themes 'This is Me' and 'Autumn' including: <i>Me, mummy, daddy, house, leaves, tree, hot, cold</i></p>	<p><u>Listening, Attention and Understanding</u> Use single words alongside gesture to communicate.</p> <p><u>Speaking</u> Children will know and use vocabulary linked to the themes 'All about colours' and 'Winter Wonderland' including: <i>(name colours), snow, cold, Christmas</i></p>	<p><u>Listening, Attention and Understanding</u> Understand simple instructions.</p> <p><u>Speaking</u> Children will know and use vocabulary linked to the themes 'Around the World' and 'On the move' including: <i>Car, train, aeroplane, water, sky, stop, go</i></p>	<p><u>Listening, Attention and Understanding</u> Stay focused on activity of interest for short periods</p> <p><u>Speaking</u> Children will know and use vocabulary linked to the themes 'Step into Spring' and 'Easter' including: <i>Rabbit, egg, cook, flower, pretty</i></p>	<p><u>Listening, Attention and Understanding</u> Engage in activity in a small group</p> <p><u>Speaking</u> Children will know and use the vocabulary linked to the themes 'Mini beasts' and 'Lifecycles': <i>Bug, butterfly, caterpillar, ladybird, outside, field</i></p>	<p><u>Listening, Attention and Understanding</u> Show an interest in stories and books and listen to a simple story</p> <p><u>Speaking</u> Children will know and use vocabulary linked to the themes 'By the Sea' and 'summer fun': <i>Sea, water, sandcastle, hat, holiday, sand</i></p>
Observational Checkpoint	<i>Can the child understand many more words than they can say – between 200–500 words? Can the child understand simple questions and instructions like: “Where’s your hat?” or “What’s the boy in the picture doing?” Can the child show that they understand action words by pointing to the right picture in a book. For example: “Who’s jumping?”</i>					
Personal, social and emotional development	<p><u>Self-regulation</u> Children will be confident to come to preschool.</p> <p><u>Managing self</u> Children will learn new routines in the room Children will know where their bag and coat belong</p> <p><u>Building relationships</u> Children will play independently on their own</p>	<p><u>Self-regulation</u> Children will become confident to enter preschool without main carer.</p> <p><u>Managing self</u> Children will understand some boundaries Children will know where their water bottle is kept and can access independently</p> <p><u>Building relationships</u> Children will show interest in others play and activities</p>	<p><u>Self-regulation</u> Children will feel eager to explore and try out activities in their environment.</p> <p><u>Managing self</u> Children will understand ‘tidy up time’ and join in Children will know they sit at the table for snack</p> <p><u>Building relationships</u> Children will be able to draw others into their play through gesture</p>	<p><u>Self-regulation</u> Children will express emotions freely</p> <p><u>Managing self</u> Children will learn the routine of washing hands before snack Children will help to wash the fruit and vegetables</p> <p><u>Building relationships</u> Children will be able to join in with a small group play activity</p>	<p><u>Self-regulation</u> Children will seek familiar adult to help manage their emotions.</p> <p><u>Managing self</u> Children will learn how to wash and dry their hands Children will engage in changing routines when toileting or at nappy change</p> <p><u>Building relationships</u> Children will engage in sharing activities supported by adults</p>	<p><u>Self-regulation</u> Children will show confidence in exploring the preschool room and school.</p> <p><u>Managing self</u> Children will learn the names of a variety of foods Children will indicate when they need to be changed or use the toilet</p> <p><u>Building relationships</u> Children will show kind hands towards others during play</p>
Observational Checkpoint	<i>Is the toddler increasingly curious about their world and wanting to explore it and be noticed by you? Does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear? Does the child start to enjoy the company of other children and want to play with them?</i>					

<p>Physical Development</p>	<p>Gross motor Children will know how ride on a sit on toy car/trike</p> <p>Fine motor Children will explore a variety of different materials</p>	<p>Gross motor Children will be able to move around objects on the sit on toys</p> <p>Fine motor Children will engage in finger painting</p>	<p>Gross motor Children will explore the walk over bridge and balance on large stepping stones</p> <p>Fine motor Children will engage in sensory play</p>	<p>Gross motor Children will explore different ways to use a ball</p> <p>Fine motor Children will be able to build small towers using blocks</p>	<p>Gross motor Children will move their bodies freely in various spaces</p> <p>Fine motor Children will be able to complete a simple peg puzzle</p>	<p>Gross motor Children will be able to run steadily and safely</p> <p>Fine motor Children will explore different mark making tools and use them appropriately</p>
<p>Observational Checkpoint</p>	<p><i>Around their second birthday, can the toddler run well, kick a ball, and jump with both feet off the ground at the same time? Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle?</i></p>					
<p>Literacy</p>	<p>Comprehension Listen to a variety of songs and rhymes and stories and hear a wide variety of different vocabulary.</p> <p>Word reading Children will explore a variety of books and enjoys sharing stories with adults</p> <p>Writing Children will explore mark making</p>	<p>Comprehension Join in with actions from songs and rhymes Children will explore a variety of books and stories and hear a wide variety of different vocabulary.</p> <p>Word reading Children will explore a variety of books and enjoys sharing stories with adults</p> <p>Writing Children will mark make freely</p>	<p>Comprehension Sing and hum along to a variety of songs and rhymes Children will explore a variety of books and stories and hear a wide variety of different vocabulary.</p> <p>Word reading Children will explore a variety of books and enjoys sharing stories with adults</p> <p>Writing Children will add marks to drawings to add meanings</p>	<p>Comprehension Children will choose a song from the rhyme visual board Children will explore a variety of books and stories and hear a wide variety of different vocabulary.</p> <p>Word reading Children will explore a variety of books and enjoys sharing stories with adults</p> <p>Writing Children will explore mark making in sand</p>	<p>Comprehension Children will say some words clearly from their favourite songs Children will explore a variety of books and stories and hear a wide variety of different vocabulary.</p> <p>Word reading Children will explore a variety of books and enjoys sharing stories with adults</p> <p>Writing Children will explore mark making with paint</p>	<p>Comprehension Children will know how to request a song using words Children will explore a variety of books and stories and hear a wide variety of different vocabulary. Children will join in with clapping games</p> <p>Word reading Children will explore a variety of books and enjoys sharing stories with adults</p> <p>Writing Children will explore mark making with water</p>
<p>Observational Checkpoint</p>	<p><i>Can children pay attention to simple songs and rhymes? Can they join in using their fingers and other body movements? Do they sing familiar songs as they play? Can they hold attention for a short story and show interest in the images? Can children point at signs around them?</i></p>					

<p>Maths</p>	<p><u>Number</u> Children will fill and empty containers</p> <p><u>Numerical patterns</u> Children will explore the busy boards, bead frames and shape sorters.</p>	<p><u>Number</u> Children will stack blocks when building</p> <p><u>Numerical patterns</u> Children will help to complete a floor puzzle</p>	<p><u>Number</u> Children will connect bricks or track together</p> <p><u>Numerical patterns</u> Children will match objects according to their type (sheep, horses, etc)</p>	<p><u>Number</u> Children will join in with number rhymes</p> <p><u>Numerical patterns</u> Children will explore objects of different sizes</p>	<p><u>Number</u> Children will say some number names in play</p> <p><u>Numerical patterns</u> Children will explore the concept of 'more'</p>	<p><u>Number</u> Children will count from 1-3</p> <p><u>Numerical patterns</u> Engage in activities that explore different shapes</p>
<p>Observational Checkpoint</p>	<p><i>Can children join in with number rhymes? Can they experiment with objects that fit together? Do they experiment with fitting themselves and toys into different spaces? Do they arrange resources into groups? Can they use some number names in their play?</i></p>					
<p>Understanding the World</p>	<p><u>People, cultures and communities</u> Children will know their name and recognise themselves in a photo</p> <p><u>Past and present</u> Children will join in with activities about Autumn</p> <p><u>The Natural World</u> Children will engage in activities that celebrate Harvest Festival.</p>	<p><u>People, cultures and communities</u> Children will join in with activities to celebrate Diwali and Christmas</p> <p><u>Past and present</u> Children will engage in activities that represent fireworks</p> <p><u>The Natural World</u> Children will explore the changes in weather knowing its getting cold</p>	<p><u>People, cultures and communities</u> Children will know we can travel in a car/train or aeroplane</p> <p><u>Past and present</u> Children will learn about the moon</p> <p><u>The Natural World</u> Children will learn how to mix ingredients together to make a cake or biscuit</p>	<p><u>People, cultures and communities</u> Children will engage in activities about Easter.</p> <p><u>Past and present</u> Children will join in with activities about Spring</p> <p><u>The Natural World</u> Children will collect materials from their environment to explore</p>	<p><u>People, cultures and communities</u> Children will look at a variety of flags and create their own</p> <p><u>Past and present</u> Children will find out dragons and Knights</p> <p><u>The Natural World</u> Children will plant a variety of seeds to grow. Children will learn the names of different insects</p>	<p><u>People, cultures and communities</u> Children will know they are an individual and have their own identity</p> <p><u>Past and present</u> Children will understand that they will move up to Preschool</p> <p><u>The Natural World</u> Children will explore ice and water play</p>
<p>Observational Checkpoint</p>	<p><i>Do children show curiosity about different materials? Do children explore both indoor and outdoor spaces? Will they repeat an action to see the effect? For example, rolling a ball down a ramp. Do children show they are aware of their family and notice any differences? Are children noticing changes in weather while playing?</i></p>					

<p>Expressive Arts and Design</p>	<p><u>Being imaginative</u> Children will join in with singing and dancing activities</p> <p>Children will explore how they can move their body</p> <p><u>Creating with materials</u> Children will build different at materials</p>	<p><u>Being imaginative</u> Children will join in with singing and dancing activities</p> <p>Children will explore a variety of instruments</p> <p><u>Creating with materials</u> Children will explore play dough and other sensory play</p>	<p><u>Being imaginative</u> Children will join in with singing and dancing activities</p> <p>Children will act out everyday actions and simple scenarios</p> <p><u>Creating with materials</u> Children will use different brushes and tools to paint with</p>	<p><u>Being imaginative</u> Children will join in with singing and dancing activities</p> <p>Children will engage in simple role play with various objects</p> <p><u>Creating with materials</u> Children will make a model using recycled items</p>	<p><u>Being imaginative</u> Children will join in with singing and dancing activities</p> <p>Children will make sounds to represent objects and animals in the play</p> <p><u>Creating with materials</u> Children will create a collage using various materials</p>	<p><u>Being imaginative</u> Children will join in with singing and dancing activities</p> <p>Children will follow actions when using instruments or games</p> <p><u>Creating with materials</u> Children will explore different mark making tools and surfaces</p>
<p>Observational Checkpoint</p>	<p><i>Can children respond to music playing? Can they move their bodies freely and with confidence? Are they able to join in with songs and use instruments to make sounds? Can the children explore a wide variety of mark making and art resources? Are children beginning to engage in simple role play and imaginative play?</i></p>					