

EYFS Knowledge and Skills Progression

At Hemblington we recognise the importance of a child's early years as the fundamental building blocks for learning. We provide pupils with a safe and stimulating environment which will allow them to thrive. We aim to develop curiosity and nurture children into becoming independent and resilient learners. Our curriculum is designed to develop the characteristics of effective learning and the knowledge and skills each child needs to be ready for Year 1 and beyond.

Our purposeful and engaging curriculum maps out progress, but also recognises that learning in the early years is not always linear and considers that pupils learn in different ways. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult -led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interactions to move their learning forwards. We believe that all pupils can succeed and ensure that our teaching practise is adaptive to meet the needs of pupils.

Communication and Language		
Listening and Attention	Knowledge and skills	<ul style="list-style-type: none"> • Understand why listening is important and how to listen carefully • Explore new vocabulary and show understanding by using it correctly • Develop social phrases eg please, thank you, I would like, good morning etc • Ask questions to clarify understanding • Hold a sustained conversation with peers and adults
	Vocabulary	question, answer, retell, sentence, vocabulary, conversation
	Implementation	Communication and Language is integral to all aspects of the EYFS curriculum throughout the year <ul style="list-style-type: none"> • Language rich environment • Rules for good listening • Listening and engaging with story time and nonfiction texts • Answering and asking who, what, where, why, when, how questions • Learning rhymes, the rhyme of the week, poems and stories • Circle time and SCARF activities

		<ul style="list-style-type: none"> • Explicit teaching of new vocabulary in whole class reading
Speaking	Knowledge and skills	<ul style="list-style-type: none"> • Speak in well formed sentences • Ask questions using who, what, where, why, when, how questions • Use new learned vocabulary when speaking • Use a growing range of conjunctions in speech to connect ideas (because, but, so) • Develop use of tenses • Describe events with growing detail (first, next, then, lastly) • Retell familiar stories • Use talk to explain their thinking and offer explanations
	Vocabulary	Retell, conjunctions, question, sentence, tense
	Implementation	<p>Communication and Language is integral to all aspects of the EYFS curriculum throughout the year</p> <ul style="list-style-type: none"> • Language rich environment • Articulation of new vocabulary supported through "my turn, your turn" and clapping syllables in new words • Listening and engaging with story time and nonfiction texts • Answering and asking who, what, where, why, when, how questions • Learning rhymes, poems and stories • Circle time and SCARF activities • Explicit teaching of new vocabulary in whole class reading

Personal, Social and Emotional Regulation

Self-Regulation	Knowledge and skills	<ul style="list-style-type: none"> • Express their feelings and develop respect and awareness of the feelings of others • Begin to moderate their feelings in social situations • Tolerate delay and show patience for a short period of time • Follow instructions with more than 2 steps • Give focused attention to staff member while managing simple distractions
	Vocabulary	instruction, strengths, qualities, attention, distraction
	Implementation	<p>PSED is integral to all aspects of the EYFS curriculum throughout the year</p> <ul style="list-style-type: none"> • Weekly PSED SCARF sessions safety, caring, achievement, resilience and friendship • Special day person responsibilities • Circle time • Relaxation time - mindfulness (whole body relaxation, starfish breathing) • Visual timetable • Recognition board (used after Christmas)
Managing Self	Knowledge and skills	<ul style="list-style-type: none"> • View themselves as a valuable individual recognising their strengths • Show growing confidence in trying new activities • Show resilience when faced with a challenge • Manage their own needs (washing their hands, dressing, toileting) • Recognise the importance of good oral hygiene. Know how to brush teeth. • Describe some healthy food and drink choices and explain why healthy food choices are good for you • Understand the importance of rest and sleep for healthy living • Understand the importance of physical activity for a healthy life style • Explain the reason for rules and actively try to meet them
	Vocabulary	respect, rules, perseverance, resilience, hygiene, health, feelings, independence
	Implementation	PSED is integral to all aspects of the EYFS curriculum throughout the year

		<ul style="list-style-type: none"> • Weekly PSED SCARF sessions safety, caring, achievement, resilience and friendship • Special day person responsibilities • Circle time • Relaxation time - mindfulness • Kindness rules • Indoor and outdoor rules • Whole school theme of resilience • Daily "How do you feel today?" activity • Visit from dental nurse • Describe ways to keep safe around road safety, fireworks, water safety
Building Relationships	Knowledge and skills	<ul style="list-style-type: none"> • Build constructive and respectful relationships with adults and peers • Consider the perspectives of other people • Work and play cooperatively • Show growing sensitivity to the needs of others • Form positive attachments
	Vocabulary	Relationships, problems, cooperative, collaborate, sensitive
	Implementation	<p>PSED is integral to all aspects of the EYFS curriculum throughout the year</p> <ul style="list-style-type: none"> • Weekly PSED SCARF sessions safety, caring, achievement, resilience and friendship • Special day person responsibilities • Circle time • Relaxation time - mindfulness • Kindness rules • Indoor and outdoor rules • Positive play • Planned opportunities for collaborative learning in Continuous Provision • Whole school theme of collaboration

Physical Development		
Gross Motor Skills	Knowledge and skills	<ul style="list-style-type: none"> • Become more confident and precise in the following movement and begin to combine them: <ul style="list-style-type: none"> Rolling - to maintain a shape during a roll eg rocking side to side or back and forth or doing a barrel roll Hopping - hop with bent knees Walking - travelling confidently in different directions including backwards Running - showing an understanding of how to run and stop with some control Crawling - coordinating 4 limbs simultaneously travelling forwards and backward in straight lines, commando crawl Jumping - bend knees and showing control when landing on two feet Skipping - explore skipping as a travelling action Climbing - understand the need to check flooring and hand grips. Show coordination in reaching a goal by traversing along a wall, climbing to the top of a wall or frame. <p>Negotiate space and obstacles safely</p> <p>Line up and stand in a safe space showing respect for others' space</p> <p>Demonstrate good balance</p> <p>Begin to understand the effects exercise can have on the body and to notice changes in own body when exercising</p> <p>Show good posture when sitting at a table</p> <p>Throw and catch the same object</p> <p>Throw balls, bean bags at targets</p> <p>Roll and pass balls to a partner showing good aim and the ability to stop a ball</p> <p>To use a balance bike, to pedal a trike and ride a two- wheel bike with stabilisers</p>
	Vocabulary	Direction, speed, control, safe space, exercise, health, obstacle, balance, throw, catch, aim, roll, control, coordination
	Implementation	Frequent movement breaks are built into the day: run around the track, action songs and stretches and balances

Twice weekly PE lessons using Get Set 4 PE

- **Autumn:**

Introduction Unit 2 topic everyday life. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules.

Introduction Unit 1 topic 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping.

- **Spring:**

Fundamentals Unit 2

In this unit children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks.

Games Unit 2

In this unit children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules.

- **Summer:**

Gymnastics Unit 2

To develop basic gymnastic skills through the topic of 'traditional tales', To explore basic movements, creating shapes and balances, jumps and rolls. To begin to develop an awareness of space and how to use it safely. To perform basic skills on both floor and apparatus. To copy, create, remember, and repeat short sequences. To begin to understand using levels and directions when travelling and balancing.

		<p>Ball Skills Unit 1 To develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing, and catching, dribbling with feet and kicking a ball. To develop fine and gross motor skills through a range of game play using a variety of equipment. To work independently and with a partner.</p>
Fine Motor Skills	Knowledge and skills	<ul style="list-style-type: none"> • Show growing competence using a range of tools safely and confidently: Scissors - moving wrist and hands to cut (not arms) with growing accuracy along curved, straight and zig zag lines Cutlery - use both knife and fork simultaneously Paintbrush - make a range of marks - dots, dash, continuous lines, straight and curved marks with control and staying within pencil lines Playdough • Use tripod grip to hold a pencil for writing • Show increasing accuracy when forming letters • Demonstrate increasing accuracy and care when drawing to create identifiable representations
	Vocabulary	Straight, curved, zig-zag, roll, palm, squash, ball, grip, tripod, dash, dot, outline, snip, cut, letters, formation, posture
	Implementation	<p>Fine motor skills are taught consistently throughout the year with opportunities to practise daily in Continuous Provision through a play-dough, threading, pincer movements, peg boards, puzzles</p> <ul style="list-style-type: none"> • Discrete daily handwriting practise

Literacy

<p>Comprehension</p>	<p>Knowledge and skills</p>	<ul style="list-style-type: none"> ● Retell key events in familiar stories ● Answer who, what, where, when, why, how questions about familiar stories ● Identify characters in stories ● Begin to learn new vocabulary linked to stories, rhymes, non-fiction and poems and use in speech, such as during role-play ● Begin to make simple predictions about what might happen next in stories
	<p>Vocabulary</p>	<p>Characters, retell, events, beginning, middle, end, sequence, fiction, non-fiction</p>
	<p>Implementation</p>	<p>Comprehension questions linked to the text read are shared during daily story time when fiction and non-fiction texts are read, during Power of Reading sessions and in whole class reading Pupils have the opportunity to retell focus stories during small world role play in Continuous Provision Word meanings explored during daily phonics lessons. Autumn: Stanley's Stick, Owl Babies Spring: Blue Penguin, Astro Girl Summer: Handa's Surprise, Surprising Sharks</p>
<p>Word Reading</p>	<p>Knowledge and skills</p>	<ul style="list-style-type: none"> ● To understand that letters are symbols that represent sounds ● A sound may be spelled by 1, 2 or 3 letters ● Some spellings are written with a double consonant ● The same sound can be spelled in more than one way ● Many spellings can represent more than one sound ● Blending - to push sounds together to read words ● Segmenting - to pull apart the individual sounds in words for spelling ● Phoneme manipulation - the ability to insert sounds into and delete sounds out of words to enable the writer to test out alternatives for spellings that represent more than one sound. ● To read words and sentences to check that they say what you want them to say.
	<p>Vocabulary</p>	<p>first sound, next sound, last sound, say the sounds and listen for the word</p>

	Implementation	<ul style="list-style-type: none"> • Daily whole class Sounds Write phonics lessons practising whole word building, reading, spelling, phoneme manipulation, sentence reading and sentence dictation <p>Autumn: Initial Code: to segment, blend, write and manipulate sounds in cvc words. High frequency words for reading and writing: is, a, the, I, for, of, are</p> <p>Spring: Initial Code: to segment, blend, write and manipulate sounds in words where some spellings are written with a double consonant ff, ll, ss, zz, in vcc and cvcc words, ccvc words, ccvcc, cvcc and ccvc words. High frequency words for reading and writing: was, all, come, some, to</p> <p>Summer: To segment, blend and manipulate sounds in word where some spellings are written with two different letters: sh, ch, th, ck, wh, ng, qu</p> <p>High frequency words for reading and writing: there, their, these, what, where, who</p>
Writing	Knowledge and skills	<ul style="list-style-type: none"> • To understand that letters are symbols that represent sounds • A sound may be spelled by 1 or 2 letters • Some spellings are written with a double consonant • The same sound can be spelled in more than one way • Many spellings can represent more than one sound • Segmenting - to pull apart the individual sounds in words for spelling • Phoneme manipulation - the ability to insert sounds into and delete sounds out of words to enable the writer to test out alternatives for spellings that represent more than one sound. • To read words and sentences to check that they say what you want them to say
	Vocabulary	straight lines, curved lines, loops, bridges, zigzags, spirals, trace, word, first sound, next sound, last sound, say the sounds and write the words, sentence, capital letter, lower case, finger space, full stop, question mark
	Implementation	Daily writing as part of Sounds Write phonics sessions, Power of Reading adult led writing activities including: responses to illustrations shared, personal narratives, responsive sentences, lists, informational sentences, informational texts/posters, letters, thoughts about a story, speech bubbles, class/individual book, persuasive letter, writing materials and opportunities in Continuous Provision. <p>Autumn: letter formation - focus on correct formation of lower case letters, using phonic skills to write cvc words, phrases and simple sentences, dictation.</p> <p>Spring: letter formation - focus on correct formation of lower and upper case letters, Initial Code: to segment, blend, write and manipulate sounds in words where some spellings are written with a</p>

		<p>double consonant ff, ll, ss, zz, in vcc and cvcc words, ccvc words, ccvcc, cvcc and ccvc words. High frequency words for reading and writing: was, all, come, some, to</p> <p>Summer: letter formation - focus on a more fluid correct letter formation and orientation of letters on a line. Greater confidence in writing words and sentences using phonic skills learned.</p>
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Mathematics		
	Knowledge and skills	<ul style="list-style-type: none"> ● Count objects, actions and sounds ● Subitise to 5 extend to 10 ● Link numerals to their cardinal value ● Accurately count beyond 10 ● Compare numbers within 10 using the language of more than, less than, fewer, the same as, equal to ● Find one more and one less than a given number within 10 ● Explore the composition of numbers to 10 ● Develop number fluency by recalling addition and subtraction facts within 5 ● Recall number bonds to 10 ● Recall doubles to double 5
	Vocabulary	Same, different, number, numeral, number sentence, more, less, same, equal, add, plus, total, altogether, take away, less, subtract, fewer, double, number bond
	Implementation	<p>Autumn:, representing numbers to 5 including representations with 3D models, comparing numbers, subitising numbers to 5, the composition of numbers to 3, one more and one less than numbers to 5,</p> <p>Spring: Understanding zero, comparing numbers to 5, the composition of 4 and 5, counting groups to 6,7,8, combining amounts,</p> <p>Summer: Number patterns to 20, building numbers beyond 10 composing and decomposing, comparing groups</p>

Numerical Patterns	Knowledge and skills	<ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
	Vocabulary	double, twice, same as, share, equal, fair, remainder, pattern, even, odd, less more, same, equal
	Implementation	<p>Autumn: recognise the pattern of the counting system within 5, comparing groups including quantities using greater than, more, less than, fewer, same</p> <p>Spring: recognise the pattern of the counting system within 10, comparing numbers within 10, making and recognising pairs</p> <p>Summer: counting patterns beyond 10, number stories involving addition then subtraction following a first, then, now pattern, doubling, sharing and grouping, even and odd numbers.</p>
Shape Space and Measure	Knowledge and skills	<ul style="list-style-type: none"> • Select, rotate and manipulate shapes to develop spatial reasoning skills recognising how several shapes can be combined • Compose and decompose shapes • Discuss the properties of common shapes • Recognise and name common 3D shapes and begin to discuss their properties • Continue, copy and recreate patterns with different rules (ABAB, ABBA, AABB, ABBC) • Compare length, weight, capacity and time using key terms
	Vocabulary	little, big, small, large, more, fewer, tall/taller, short/shorter, long/longer, pattern, repeat, curved side, straight, circle, triangle, corner, rectangle, square, special rectangle, equal, in, on, under, behind in front, between, over, journey, obstacle course, passed, along, heavy, light, balance scales, weigh, mass, full, empty, nearly full, nearly empty, half way, 3D shape, cube, cuboid, cone, point, stack, flat face, cylinder, curved surface, unit of repeat.
	Implementation	Autumn: matching, sorting, exploring pattern ABAB with objects, pictures, sounds, words, actions, position, comparing size, mass and capacity, properties of circles, triangles, rectangle, squares, time understanding day and night and comparing lengths of time.

		<p>Spring: comparing mass heavier and lighter than, comparing capacity full and empty investigating length and height, comparing amounts of time</p> <p>Summer: developing spatial reasoning through matching, rotating, manipulating, visualising and building shapes and patterns, exploring ABBC patterns with objects, drawing maps and mazes</p>
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Understanding the World		
Past and Present	Knowledge and skills	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling.
	Vocabulary	past, present, change, time
	Implementation	<ul style="list-style-type: none"> • Autumn: explore the terms past and present through own experiences, their immediate family and their position within the family, how they have changed from being a baby. Compare and contrast characters from stories including figures from the past eg Guy Fawkes, the Nativity • Spring: Famous Antarctic explorers Scott and Shackleton. Famous astronauts Neil Armstrong, Tim Peake and Helen Sharman. • Summer: Growth and change - sequence of Seasons, human change

People, Culture and Communities	Knowledge and skills	<ul style="list-style-type: none"> ● Recognise some similarities and differences between life in this country and life in other countries. ● Talk about members of their immediate family and community ● Name and describe people who are familiar to them ● Draw information from a simple map. Use a simple key and add features to a map ● Understand that some places are special to members of the community ● Recognise that people have different beliefs and celebrate special times in different ways
	Vocabulary	Similar, different, country, world, map, religion, belief, community, celebration, family
	Implementation	<ul style="list-style-type: none"> ● Autumn: Explore harvest what is harvested and why. How harvest is celebrated. Halloween, Bonfire Night, Diwali and Christmas - who, where, how and why they are celebrated. The similarities and differences between these celebrations ● Spring: Explore the Spring Festival of Chinese New Year. Identify Arctic and Antarctic on the globe. ● Summer: Life in rural Kenya
The Natural World	Knowledge and skills	<ul style="list-style-type: none"> ● Explore the natural world around them, making observations and drawing pictures of animals and plants ● Use their senses to describe the natural world around them ● Recognise some environments that are different to the one we live in. ● Understand the effect of the changing seasons on the world around them.
	Vocabulary	Similar, different, country, world, senses, touch, taste, sight, hearing, smell, nature, forest, woodland, habitat, nocturnal, Earth, Sun, stars, moon, rotate, orbit, outer space, planets, Solar System, freeze, melt, seaside, tide, ocean, seas, seashore, seabed, shadow, light,
	Implementation	<p>Autumn: Use senses to explore signs of Autumn. Collect a range of Autumn seeds and investigate what a seed is. Develop an understanding of woodland habitat and creature.</p> <p>Spring: Use senses to explore signs of Spring. Develop an understanding of seasonal change and that there are places in the world that are hot and cold. Identify where the Arctic and Antarctica are on the globe and in relation to where they live and where their families are from. Investigate snow and ice formulating questions about what they observe, consider the differences between rain</p>

		<p>and snow. Develop an understanding about the Solar System, the planets that make up the Solar System and rotate around the Sun</p> <p>Summer: Use senses to explore signs of Summer. Develop an understanding of life cycles by observing chicks hatching, insects and pondlife, planting a variety of seeds including beans, potatoes and sunflowers and looking after them observing growth and change. Developing an understanding of the Kenyan Savannah and the animals that live there.</p>
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Expressive Arts and Design		
Creating with Materials	Knowledge and skills	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creation and explain the processes they have used • Make use of props and materials when role playing characters in narrative and stories. • Begin to refine techniques to express their ideas and feelings • Create collaboratively to share ideas and skills
	Vocabulary	Colour, warm, cool, mix, blend, shade, tone, background, outline, retell, characters, story music, rhythm, lyrics, dance movement, beat
	Implementation	<ul style="list-style-type: none"> • Construction activities are always available during Continuous Provision. Pupils are encouraged to explore their own interests as well as challenges linked to focus texts. Pupils are taught to combine materials and explore attaching them in different ways to solve a problem <p>Autumn: Observational drawing of sunflowers and pumpkins, outline drawings of woods and owls. Colour mixing to create greens and oranges for painting sunflowers and pumpkins. Using white and black to change the tone of colours for dark wood's paintings. Explore shape inspired by Kandinsky's paintings and looking carefully at illustrations from fiction books to inspire drawings and paintings. Explore printing using Autumn resources, printing with manmade recycled items to make a Christmas/Holiday card. Investigate sculpture by making a clay diyas lamp and decorating it with paint and sequins. Use mixed media to create a mask for Christmas play "The Gingerbread Man"</p> <p>Spring: Explore Vincent Van Gogh's Starry Night and illustrations by Eric Carle and Petr Horacek and create images in the same style</p>

		Summer: Observational drawings of fruits, mixed media representations of sea scene, underwater scene using wax resist technique.
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Being Imaginative and Expressive	Knowledge and skills	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and adults • Sing a range of well known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others and when appropriate try to move in time with music.
	Vocabulary	retell, characters, story, music rhythm, lyrics dance, movement, beat, slow, fast, calm,
	Implementation	<ul style="list-style-type: none"> • Retelling stories in continuous provision in role play areas, small world and construction both indoors and out
		<p>Autumn: Sing a range of Nursery Rhymes, songs and rhymes accompanied by actions, exploring the beat of the music clapping hands, sticks, class percussion instruments Prepare and perform a Christmas performance for an audience</p> <p>Spring - learn to sing a selection of songs and rhymes.</p> <p>Summer - learn to sing a selection of songs and rhymes. Children work individually and with a partner to investigate the theme of growth and change through the life cycle of a butterfly and the motion of the sea and sea creatures.</p>