

## **EYFS Knowledge and Skills Progression Document**

### **Curriculum Intent:**

To ensure that all children are nurtured as confident, capable learners with:

- **robust language**, knowledge and skills, which is influenced by rich texts and varied experiences
- **enthusiasm, ambition and love of learning** and are ready for school beyond Reception (KS1 and beyond)
- have enhanced **culture capital** developed through rich texts (literary), parent partnership and wider experiences (non -literary)
- **High expectations** of themselves and others showing self-regulation skills
- are able to read using phonics and read for enjoyment

Curriculum is sequential which provides children opportunities to develop their executive function through **retrieval**, adult interventions during play as well as explicit teaching and increased challenge.

**EYFS Topics during Each half term**

	Autumn		Spring		Summer	
Nursery Theme	All About me	Celebrations	Winter is here	Amazing animals	Growth and Change	People Who help us Get ready for school
Reception Theme	Marvellous me	Light and Dark	The natural world	Growth Recycling	Environment	Healthy Bodies Moving on
<b>One fairy tale each half term. Tales Tool kit to support storytelling.</b>						

<b>Important Events to support culture capital</b>	National Read a book day-September 5 <sup>th</sup> Recycling week-19 <sup>th</sup> -25 <sup>th</sup> September National Fitness day-21 <sup>st</sup> September The great Big Green week- 24 <sup>th</sup> Sep-2 <sup>nd</sup> Oct Navaratri-Sep 26 <sup>th</sup> -Oct 5 <sup>th</sup> International Astronomy day-Oct 1 <sup>st</sup> Black History month-October National Poetry day-6 <sup>th</sup> October World Mental heath day-10 <sup>th</sup> October Harvest -Oct 23 <sup>rd</sup> Diwali-Oct 24 <sup>th</sup> Bonfire Night/Guy Fawkes night-Nov 5 <sup>th</sup> Children's book week-Nov 7 <sup>th</sup> -Nov 13 <sup>th</sup> World Science day-10 <sup>th</sup> November Remembrance Day- Nov 7 <sup>th</sup> Anti-Bullying week-Nov 14 <sup>th</sup> World Nursery Rhyme week-Nov 14 <sup>th</sup> 2022 Men's World Cup-Football Nov 20 <sup>th</sup> -Dec 18 <sup>th</sup> Hanukah -December 18 <sup>th</sup> -December 26 <sup>th</sup> Christmas day-Dec 25 <sup>th</sup>	Recycle your Christmas cards-January Energy saving week- January 17 <sup>th</sup> -Jan 23 <sup>rd</sup> . National story telling week- January 29 <sup>th</sup> -Feb 5 <sup>th</sup> Lantern festival-February 8 <sup>th</sup> Random Acts of Kindness week-Feb 14 <sup>th</sup> -Feb 20 <sup>th</sup>  International Mother language day-Feb 21 <sup>st</sup> Pancake day-March 1 <sup>st</sup> Lent- 2 <sup>nd</sup> March- 14 <sup>th</sup> April World Book day-March 3 <sup>rd</sup> British Science week- March 11 <sup>th</sup> -March 20 <sup>th</sup> Red nose day- March 17 <sup>th</sup> Holi- March 18 <sup>th</sup> -March 19 <sup>th</sup> Comic Relief- March 18 <sup>th</sup> World Water day-March 22 <sup>nd</sup> Earth Hour- March 26 <sup>th</sup> Mother's Day-March 27 <sup>th</sup>	Ramadan: April 2 <sup>nd</sup> -May 1 <sup>st</sup> Easter Sunday- April 17 <sup>th</sup> Earth Day- April 2023 National Walking Month-May 1 <sup>st</sup> -May 31 <sup>st</sup> May day- 2 <sup>nd</sup> May Endangered Species day- May 20 <sup>th</sup> Pride Moth-June Water safety week- June 18 <sup>th</sup> -June 25 <sup>th</sup> Eid Al- Adha- Wednesday, 28 <sup>th</sup> June
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## **Knowledge and Skills Progression in EYFS: Communication and Language**

<p><b><u>Programme of Study</u></b></p> <p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>	<p><b>Nursery</b></p>		
<p><b><i>Communication and Language</i></b></p> <p>Enjoy daily story time, listening to stories and understanding what is happening with the help of pictures. Join in with signing-actions and repeated phrases. <b>Understand simple instructions and questions' 'who', 'what' and 'where'.</b> Begin to use vocabulary influenced by topic and books. For example, Ostrich has a long neck, sweet, ripe, yellow mango. Talk about family and home life using pictures and videos). Take part in pretend play. Learn nursery Makaton signs.</p>	<p>Start conversation with an adult or a friend or an adult, talking in simple sentences and phrases. Begin to use a wider range of vocabulary influenced by core texts, topics and experiences.</p> <p>Sing songs and rhymes.</p> <p>Tell stories with help of teachers, possibly using Tales Toolkit.</p> <p>Use the language of feelings linked to stories and Tales tool kit (Teachers to support children in recognising and elaborating feelings and emotions).</p>	<p>Carry a conversation forward with a friend or an adult (Adults to support by modelling the use of higher level vocabulary, elaborating ideas and sensitive questioning to promote verbal thinking).</p> <p><b>Begin to answer why questions (Teachers to model verbal problem solving and inquiry).</b></p> <p>Use past and future tense when talking about events at home and at school. (Teachers to model the correct use of tenses).</p> <p>Begin to use tier two vocabulary as modelled by the teachers and read in books.</p> <p>Children take part in retelling stories, particularly using the repeated phrases in play. They make use of the learning environment that facilities and promotes bringing stories to life.</p>	
<p><b>Reception</b></p>			
<p><b><i>Communication and Language</i></b></p> <p><b><i>Communication and Language is the core of teaching and learning in EYFS at George Mitchell School. Expectations of CL are embedded throughout the curriculum and are not spilt into terms.</i></b></p> <p><b><u>ELG: Listening, Attention and Understanding</u></b> Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b><u>ELG: Speaking</u></b> Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>			

### **Knowledge and Skills Progression in EYFS- Maths**

<b>Maths Programme of Study</b>	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Nursery</b>			
<b>Number and Numerical Pattern Curriculum</b>	<b>Colours:</b> Prime colours and mix of colours. <b>Match:</b> according to size, shapes, pattern and size big and small. <b>Sort</b> • What do you notice? • Guess the rule <b>Number 1:</b> • Subitising • Counting • Numeral <b>Number 2:</b> Subitising dice pattern Subitising random pattern Subitising– different sizes  <b>Number 2</b> • Counting • Numeral  <b>Pattern:</b> Simple ABAB and ABC pattern. Extend my pattern Fix my pattern Starters: Starters: Number songs	<b>Number 3:</b> 1:1 counting Numeral/ Triangles <b>Number 4:</b> 1:1 counting Numerals Squares/rectangles Composition of 4 <b>Number 5:</b> 1:1 counting Numerals Pentagon Composition of number 5 <b>Number 6</b> Introduce 10 frame <b>Height &amp; Length</b> • Tall and short • Long and short • Tall/long and short <b>Mass and capacity</b> -Three little pigs/Goldilocks.  Starters: Number songs	<b>More than/fewer than</b> <b>One more One less</b> <b>Shape</b> – 2D Revisit pattern from Autumn Shape – 3D Revisit pattern from Autumn <b>Number composition 1 – 5 Revision</b> <b>Night and Day Order events</b> in their day at nursery What happens day/night <b>Positional Language</b>  Starters: Starters: Number songs and subitising
<b>Reception</b>			
<b>Number and Numerical Pattern</b>	Teacher assessment and NFER Baseline assessment	Counting back from 10	<b>Counting and ordering to 20</b>

<p><b>Curriculum</b> <i>White Rose and Master the Curriculum for deepening understanding of number.</i></p>	<p><b>Matching and sorting:</b> buttons, shapes, lids, socks and natural materials. Describing sizes and shapes.</p> <p><b>Patterns:</b> AB patterns with varied resources including body and movement. Complete a <b>3-step pattern.</b></p> <p><b>Numbers 1, 2 and 3, 4 and 5:</b> Compare, order, match and subitise. Numbers in different ways One more/one less Positional language and sequencing day Find <b>1more/1 less</b> than a number.</p> <p><b>Shapes:</b> Sort and compare shapes-triangles and circles.</p> <p><b>Sequencing</b> -day and night</p>	<p><b>Numbers: ]0-5, 6, 7, and 10.</b></p> <ul style="list-style-type: none"> <li>-1 more/1 less</li> <li>-Represent</li> <li>-<b>Subitise</b> in 2, 3 or 4 groups.</li> <li>-Make pairs</li> <li>-Compare numbers within 10.</li> <li>-Order numbers</li> <li>-<b>Combining 2 groups</b>-how many altogether.</li> </ul> <p><b>Number bonds to 9.</b></p> <p><b>Investigate 3D shapes</b>-matching to real life objects, building and printing.</p> <p>Comparing mass- heavier/lighter than Compare Capacity- full and empty Measuring capacity How many fit inside? Measuring ingredients</p>	<p>Building numbers beyond. Counting patterns Beyond 10.</p> <p><b>Addition and subtraction</b></p> <p>Composition of number and number bonds Odd and even Doubling Sharing</p> <p><b>Shapes:</b> Spatial reasoning –Compose and decompose Match, rotate and Manipulate shapes.</p> 
<p><b>Early Learning Goal</b></p>	<p><b>ELG: Number</b> Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b> Children at the expected level of development will: - 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.</p>		

### **Knowledge and Skills Progression in EYFS- Literacy**

<b>Literacy Programme of Study</b>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Nursery</b>			
<b>Word Reading and Writing including Language comprehension Links to communication and language</b>	<p>Point out to the print in environment. Understand that print has meaning. Begin to understand book conventions as modelled by the teacher, turning pages and returning books to the book corner the right way up. Develop an awareness of sounds around them – naming and describing sounds that they hear. To develop play around stories using props and using repeated phrases of a story phrases in role play. Make marks using sticks, paints and chalk as well as adding marks to their drawings. <b>Draw circles, lines and squares using sticks, sand and paint brushes.</b> <b>Give meaning to marks that we make.</b></p>	<p>Engage in discussions about stories, talking about characters and problems during group and 1:1 reading activities. Use the vocabulary inspired by stories during role-play.  Know that books can be used for information.  Develop phonological awareness recognising changes made to rhymes. Identify changes to songs and rhymes. Develop oral blending skills. For example, touch their head when asked to touch their h-e-a-d.  Write for a purpose; for make a building plan when playing in the construction area or write a shopping list. <b>Begin to form letter shapes, especially when attempting to write their names using name cards.</b></p>	<p>Retell stories with intonation and expression during play. Identify features of a story; character, problems and solution. Children make their own stories using stories learnt and Tales Toolkit as an inspiration. <b>Form some letters identifying letter shapes using mnemonics.</b> <b>Write some letters of my name.</b></p>

Reception						
Reading Links to CL	Learn and use new vocabulary throughout the day. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Link sounds to letters, saying sounds for taught letters.  Word Reading, Language comprehension -With Links to communication and language  -Rich texts to introduce new vocabulary with opportunities to revisit and apply new vocabulary through roleplay.	Retell the story, once a deep familiarity has been developed; some as exact repetition and some in own words (CL)  Anticipate key events in a story. Compare features of fiction and non-fiction books.	Ask questions to find out about stories (CL). Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Ask questions that are specific to a theme or idea. Use newly learnt vocabulary linked to the topic of winter and animals.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.  Discuss and understand features of a non-fiction text. <b>Read simple sentences and phrases using phase 3 phonics skills.</b> <b>Read phase3 polysyllabic words and diagraphs.</b>	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.  Read common irregular words. Answer questions about what I have read and retrieve information from a text. Identify features of non-fiction texts.	Articulate ideas and thoughts about characters and events in well-formed sentences (CL). Describe story events in detail.  <b>Develop own narratives based on stories learnt.</b>  Read common irregular words. Read polysyllabic words. Begin to use inference skills to talk about what I have read. Talk about feelings, emotions and anticipate events and actions of the characters. Develop fluency in reading by rereading books and sounding out in head.
Phonics	Phase 1 and 2	Phase 2	Phase 2 and 3	Phase 3	Phase 3 and 4	Phase 3 and 4

<b>Writing including transcription and composition</b>  <b>Developing own narrative by building on pretend play.</b>	<p>Give meaning to marks that I make. Practise writing my name. Ascribe meanings to marks that I see in different places. To begin to form letters in correct shapes and sizes. Begin to segment words to write using phase 2 phonics. Write initial sounds in words. Hold pencil correctly using a pincer grip while writing.</p>	<p>Write simple sentences and phrases using sounds that have been learnt. Begin to use finger spaces identifying features of a sentence. Use adjectives to describe Characters and setting Practice letter formation using mnemonics.</p>	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple sentences using finger spaces.</p> <p><b>Practice letter formation following mnemonics.</b></p>	<p>Write sentences that are readable to self and others. Write simple sentences using finger spaces and full stops. Re-read sentences that I have written. Begin to use diagraphs in writing. Spell some Reception HFWs correctly in writing</p>	<p>Write short narratives to describe characters and settings. Write simple instructions with two or more steps. Use sounds to write polysyllabic words and diagraphs.</p> <p><b>Practice writing letters of correct size during handwriting activities.</b></p>	<p>Use key features of narrative in writing. Begin to write sentences using full stops and capital letters. Reread writing to check that writing makes sense.</p> <p><b>Form letters of correct sizes</b> Use at least 10 correct diagraphs in writing. Pre cursive handwriting.</p>
<b>Early Learning Goal</b>	<p><b>ELG: Comprehension</b> Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b> Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b> Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>					

### **Knowledge and Skills Progression in EYFS- Physical Development**

<b>Programme of Study</b>	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.				
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>			
<b>Nursery</b>					
<b>Gross Motor and Fine Motor Skills</b>	Learn to wear my coat.  Use toilet and manage self-care such as washing hands before eating and after using toilet.  <b>Use streamers to make high and low movements.</b> <b>Show coordination while playing throwing and catching games and threading activities.</b> Adults to provide additional help promptly.  Skip, hop, gallop, slither, jump and climb building gross motor skills. Begin to manipulate large equipment and use spaces carefully when building.	Show independence when getting dressed, attempting to zip up coats.  Pour water from a jug during snack time.  Mix, stir and knead carefully during cooking. With adult help use measures to pour ingredients.  <b>Pick up small objects and tiny bits using tweezers.</b> <b>Develop fine motor skills by make marks using chalk, paint brush and pens. Talk about the marks that they make.</b>  Collaborate with others when moving large equipment safely during construction and building activities.	Start eating independently, learning to use fork and knife. Chop and cut food during cooking. Show awareness of oral hygiene. Chop fruits and vegetables with some adult support during cooking activities. <b>Form some letters of their names independently.</b> To support name writing, children to become familiar with mnemonics and become more confident in writing recognisable letters.  Build a Den negotiating space and using a range of materials and apparatus.		
<b>Reception</b>					
<b>Gross Motor and Fine Motor Skills</b>	<b>PE:</b> Fundamental movement skills 1  <b>PE:</b> Fundamental Movement skills 2 <b>PD:</b> Developing pencil grip	<b>PE:</b> Dance, Jumping and Landing  <b>PD:</b> To form suitably sized letters.	<b>PE:</b> Fundamental Invasion game skills <b>PD:</b> Understands the impact of diet and exercise on health	<b>PE:</b> Athletics <b>PD:</b> Using Simple tools safely to achieve a desired effect	<b>PE:</b> fundamental ball skills, multi sports. <b>PD:</b> Understands the impact of exercise on health

	<p><b>PD:</b> Developing independence in Self Care routines To talk about and learn good hygiene practise.</p>	<p><b>Begin to form letters correctly when writing sentences.</b></p>	<p>To talk about how to stay healthy: What can we do in addition to healthy eating?</p>			<p><b>Form letters of correct sizes and shape.</b></p>
<i><b>Early Learning Goal</b></i>	<p><b>ELG: Gross Motor Skills</b> Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b> Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>					

**Knowledge and Skills Progression in EYFS- PSED**

Programme of Study	<p><i>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</i></p>					
	Autumn	Spring	Summer			
Nursery						
<i>Self –Regulation Managing self And Building relationships</i>	<b>Jigsaw, Being in my world</b> <b>Celebrating difference</b> <b>See Jigsaw planning</b>	<b>Jigsaw, Dreams and Goals_ Healthy Me</b> <b>See Jigsaw planning</b>	<b>Jigsaw: Relationships, Healthy Me</b> <b>See Jigsaw planning</b>			
	Negotiate solutions and conflicts whilst playing with other children.	Talk about feelings using descriptive vocabulary as modelled by the teachers or learnt through stories. Develop strategies to regulate feelings with teachers' support. Tidy up once an activity has finished.	Show responsibility, and independence during fruit time and snack time. Follow snack time routine; washing cups and tidying up after me.			
Reception						
<i>Self –Regulation Managing self And Building relationships</i>	<b>Jigsaw: Being Me in my World</b> Talk about my interests and home life. Follow instructions and	<b>Jigsaw: Celebrating Difference</b> Understand that being different makes us special.	<b>Jigsaw: Dream and Goals</b> Understand that If I persevere, I can tackle challenges. Talk about goals and aspirations.	<b>Jigsaw: Healthy Me</b> Understand the need of exercise to stay healthy. Begin to make healthy choices.	<b>Jigsaw: Relationships</b> Identify some of the jobs I do in my family and how I feel like I belong. I know how to make friends.	<b>Jigsaw: Changing me</b> I can tell you some things I do to keep myself healthy. I know we all grow from babies from adults.

	<p>contribute to classd rules. Develop positive relationships with my friends. Identify my feelings and learn strategies to regulate them.</p>	<p>Understand that everyone is good at different things. Talk about how to be a kind friend. Know how to stand up for my self if someone is being unkind.</p>	<p>Use kind words to encourage people. Identify feelings of pride when I have achieved something. Understand the link between what I learn now and the job I might like to do when I am older.</p>	<p>Manage personal hygiene, washing hands before I eat and after I go to the toilet. I kow how to stay safe when encountered with a stranger.</p>	<p>I can think about ways to solve problems. I know how to be a good friend.</p>	<p>I can express how I feel about moving to KS1. I can talk about my worres for year 1. I can share my memories of the best bits of Reception.</p>
<b><i>Early Learning Goal</i></b>	<p><b>ELG: Self-Regulation</b> Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b> Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b> Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>					

## Knowledge and Skills Progression in EYFS: Understanding of the World

<b>Programme of Study</b>	<i>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</i>				
	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>
	<b>Nursery</b>				
<b>People, culture and Community The Natural World Past and Present (Links to communication and language)</b>	Use senses to explore the environment. Observe the differences and similarities amongst ourselves and others. Observe how we have changed since we were babies. Investigate natural phenomena and changes, for example <b>nocturnal animals and changes in weather</b> . Notice differences between people and cultures; talk about pictures from home; culture day. Investigate shadow through the Rama and Sita story play. Learn about Diwali, Hanukah and Christmas. Indian Chapattis	Investigate life cycle of plants and animals. Talk about what living beings need to grow. Learn about occupations and show interest in various occupations. Learn about features and properties of various materials when building and constructing. <b>Learn about Easter and Ramadan.</b>	Trip to Leyton Fire station. Trip to the little Teapot Café. Visit from a nurse.  Cooking: Hot cross buns Chinese stir fry	<b>Learn about the diversity in Leyton and London; Queen's birthday.</b> Compare characters; How did the queen look like when she was young? Talk about our families from around the world.  <b>What do living beings need to help them grow?</b> <b>What changes have we noticed outside-trees and Weather-Summer.</b> Use photos and videos of about our families in different countries or holidays to talk about different countries. Learn about religious and cultural practices. Trips: Local church. Olympic park. Queen's birthday.	
	<b>Reception</b>				
<b>Understanding of the World People, culture and Community The Natural World</b>	Talk about members of immediate family and community.  Begin to organise events using basic chronology, recognising that things	Observe and discuss the effects of autumn on our immediate environment.  Learn and use the new vocabulary related to the topic. For example,	Observe how animals behave differently as the seasons change, for example, learn about migration and hibernation.	Make focused observations of natural world and make observational drawings.  Begin to understand the need to respect	Recognise and respect similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class.  <b>Compare lifestyles within two different environments/continents.</b>  Produce a whole class recording. Design a super hero vehicle using the <b>correct materials</b> .

<b>Past and present</b>  <b>(Links to communication and language</b>	<p>happened before they were born.</p> <p>Learn about similarities and differences in relation to materials and objects.</p> <p>Learn the new vocabulary describing materials.</p> <p><b>Compare contrasting environments</b>-Handa's surprise.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things-looking after our toys, and school) including recycling.</p>	<p><b>nocturnal and diurnal animals.</b></p> <p>Talk about different times of the day and activities during the different times.</p> <p>Observe how light travels and light sources.</p> <p>Understand that some places are special to members of their Community-Churches and temples.</p> <p>Observe the changing states of matter by exploring ice use the newly learnt vocabulary during play. For example, evaporating, melting, dissolving etc.</p>	<p>Understand the effect of changing seasons on the natural world around us in relation to winter.</p> <p>Learn about habitats and discuss what is necessary to survive in a winter habitat.</p> <p>Learn about deforestation and how it impacts our environment.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>and care for the natural environment and all living things.</p> <p>Describe and comment on natural world and changes, whilst outside discussing both plants and animals; changes and growth.</p> <p>Internet research on life cycle of various animals.</p> <p>Use stories to compare settings from past and present.</p> <p>Life cycle of a butterfly and Hen.</p>	<p>Learn how we can protect our marine habitats and marine life? Observe the effects of plastic on Marine life.</p> <p>Understand that some places are special to members of their Community-Mosques.</p>	<p>Explore materials and properties such as floating/sinking and water proof.</p> <p>Comment on images of familiar situations in the past. Leyton in present and past.</p> <p><b>Observe important characters and settings from the past and discuss the differences between now and then (Jack and the beanstalk).</b></p>
<b>Early Learning Goal</b>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					

### **Knowledge and Skills Progression in EYFS- Expressive Arts and Design**

Programme of Study	Expressive Arts and Design The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>			
<b>Nursery</b>						
<b>Expressive Arts and Design (Creating with materials + Being imaginative and Expressive)</b>	<p>Choose correct colours for purpose.</p> <p>Dance to different types of music.</p> <p>Manipulate playdough and salt dough using tools to make their creations.</p> <p>Develop stories while playing with construction and small word toys.</p> <p>Make simple representations of objects and people.</p> <p><b>Use glue, masking tape and cardboard boxes to create</b></p>	<p>Mix colours to create different shades.</p> <p>Create dance movements to replicate actions for example; slithering like a snake.</p> <p><b>Manipulate and use clay to make models.</b> Learn how to use tools to manipulate clay.</p> <p>Use expressions and intonations to role play a story.</p> <p>Give details to our creations, for example, draw a face with eye brows, eyelashes etc. Create a house using blocks with bedrooms and bathroom.</p> <p><b>Use nails, hammers, glue guns, split pins to join materials.</b></p>	<p>Music and movement to represent how characters act and move in the story.</p> <p><b>Show different emotions in drawings, paintings and dance.</b></p> <p>Use inspiration from books and topic to develop stories and negotiate problems through stories. For example, building a suitable bridge for the 3 Billy Goat Gruff.</p> <p><b>Create overtime, returning and refining our creations with adult support.</b></p> <p>Sing songs in a group with musical instruments.</p>			
<b>Reception</b>						
<b>Expressive Arts and Design</b>	<p>Introduces a storyline or narrative into their play.</p>	<p>Use microphones to record and change voices.</p>	<p>Transient Nature Art Music: recreating Manipulate materials for a planned effect.</p>	<p>Represent own ideas and feelings through music, art and role play.</p>	<p>Use verbal and non-verbal features to perform and role play.</p>	<p>Develop their own ideas through selecting and using materials and working on processes</p>

<p><b>(Creating with materials + Being imaginative and Expressive)</b></p> <ul style="list-style-type: none"> <li>• Plays alongside other children who are engaged in the same theme.</li> <li>• Play cooperatively as part of a group to develop and act out a narrative</li> </ul>	<p>Use what I have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>Use intonation and expression when roleplaying stories in play</p> <p>Perform Nativity play.</p>	<p><b>Use story language in role play.</b></p> <p>Perform to music.</p>	<p>Experiment with texture and form of materials and make changes to achieve a planned effect.</p>	<p><b>Children use what they have learnt about media and materials in original ways,</b> thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>	<p>that interest them. Through explorations find out and make decisions about how media and materials can be combined and changed.</p> <p><b>Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strengths of others.</b></p>
<p><b>Early Learning Goal</b></p> <p><b>ELG: Creating with Materials</b> Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b> Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - 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.</p>					