

# NEW BHPS EYFS Curriculum 2020

## Progression of knowledge and skills across EYFS

	Autumn	Spring	Summer
Characteristics of Effective Learning	Playing and Exploring	Active Learning	Critical thinking
Learning Powers	Resilient Rhino	Resourceful Squirrel Reciprocal Ant	I can't do it...yet Practice makes permanent
Whole School Mantras	I can't do it...yet	I can't do it...yet Practice makes permanent	I can't do it...yet Practice makes permanent
<b>PSED</b> Self-regulation Managing self Building relationships	<ul style="list-style-type: none"> <li>Listen and begin to use words to describe feelings</li> <li>Begin to understand that it is okay to make a mistake</li> <li>Understand and follow an instruction with two parts</li> <li>Begin to understand that resources are shared</li> <li>Aware of routines and rules in various areas around school</li> <li>Organise themselves in the environment - lunch, toilet, carpet.</li> <li>Begin to learn where resources belong and begin to select what they need</li> <li>Develop an awareness of their capabilities, what they can do and what they can achieve.</li> <li>Begin to understand how to look after our school environment</li> </ul>	<ul style="list-style-type: none"> <li>Begin to learn strategies to cope with uncomfortable feelings</li> <li>Know that we learn by making mistakes and trying new ways</li> <li>Show an awareness of how they are feeling</li> <li>Independently organise their own needs.</li> <li>Tidy away items safely</li> <li>Understand why we have rules and the consequences of not having them</li> <li>Begin to plan and locate resources needed for play</li> <li>Take responsibility for looking after our environment with support</li> <li>Respond to others in conversation</li> <li>Share resources and take turns with others</li> </ul>	<ul style="list-style-type: none"> <li>Follow an instruction involving several ideas or actions</li> <li>Use a range of vocabulary to express how they are feeling</li> <li>Understand how they are feeling and know ways to change how they are feeling</li> <li>Understand which behaviours are appropriate in different situations</li> <li>Make links and develop strategies to achieve an end goal</li> <li>Take responsibility for looking after our environment</li> <li>Understand the role of <b>reflective owl</b></li> <li>Reflect on their achievements and what was challenging</li> <li>Find resolutions without conflict</li> </ul>

	<ul style="list-style-type: none"> <li>Learn how to speak kindly and politely to each other</li> <li>Show an awareness of how others are feeling</li> <li>Understand the role of <b>resilient rhino</b></li> <li>Comes into school happily and independently</li> <li>Form an attachment with one of more peers</li> </ul>	<ul style="list-style-type: none"> <li>Understand the benefits of working as a team</li> <li>Understand the role of <b>reciprocal ant</b></li> <li>Understand the role of the <b>resourceful squirrel</b></li> <li>Offer to help others</li> </ul>	<ul style="list-style-type: none"> <li>Play a game or work in a small group of peers by responding appropriately</li> </ul>
<b>CL</b> Listening and attention Speaking	<ul style="list-style-type: none"> <li>Approach a peer or adult if a need arises</li> <li>Respond to a teacher or peer</li> <li>Understand a 'what' 'where' and 'why' question and respond to it through actions, simple words and sentences.</li> <li>Understand and follow an instruction with two parts</li> <li>Listen to stories and rhymes with <b>increased attention</b></li> <li>Use sentences of four to six words</li> <li>Repeat a stem sentence</li> <li><i>Express their experiences and preferences - eg likes or dislikes,</i></li> <li>Have mostly clear speech and be easily understood</li> <li><i>Join in with stories, songs and rhymes with repeated refrains</i></li> <li>Join in with imaginative play by taking on a role.</li> <li>Uses talk to organise play</li> <li>Uses familiar words and familiar story language in their play.</li> </ul>	<ul style="list-style-type: none"> <li>Initiate a conversation - peer or adult</li> <li>Respond to what they hear with comments and questions</li> <li>Verbally respond to questions - why, what, where, who, how.</li> <li>Listen and respond to others during imaginative play.</li> <li>Retell stories in order</li> <li>Identify characters, setting and <b>events in stories</b></li> <li>Begin using a range of connectives (and, because, but)</li> <li>Understand past, present, future tense</li> <li>Begin to develop their own stem sentence</li> <li>Express how others may be feeling and start to use language to resolve conflict.</li> <li>Develop a storyline in their play.</li> <li>Starting to use a new vocabulary in their play.</li> </ul>	<ul style="list-style-type: none"> <li><i>Hold a conversation with many exchanges</i></li> <li>Follow an instruction involving several ideas or actions</li> <li>Ask questions - why, what, where, who, how</li> <li>Ask questions to find out more information</li> <li>Understand complex language and beginning to use - prepositions, sequencing, time</li> <li>Begin to use own stem sentences for reasoning, explaining and writing</li> <li>Express ideas and feelings about their experiences</li> <li>Speaks using the correct tense majority of the time</li> <li>Make up stories of their own</li> <li>Discuss characters, setting and events in stories</li> <li>Use different voices, props, vocabulary and a structure in their retelling of stories, in their imaginative play</li> </ul>

<b>PD</b> Gross motor Fine motor Self care	<ul style="list-style-type: none"> <li>Put coat/jumper and cardigan on with little support</li> <li>Do a zip to the top once started</li> <li>Walk up and down stairs one foot per stair.</li> <li>Jump and land with control off low level equipment.</li> <li>Shows an awareness of space by negotiating obstacles.</li> <li>Form large scale movements - zigzags, waves, circular</li> <li>Dance to music</li> <li>Throw, hit or kick a ball with control.</li> <li>Holds scissors the correct way round.</li> <li>Use scissors to snip paper.</li> <li>Holds pencil and paintbrush with a pincer or tripod grip and holds paper with the other hand</li> <li>Form and draw a variety of shapes or writing and drawing.</li> <li>Understands why we have to wash our hands</li> <li>Washes hands independently</li> <li>Use a fork and spoon to eat independently at meal times.</li> <li>Tries a selection of food</li> <li>Engages in messy play</li> <li>Copies actions of others</li> </ul>	<ul style="list-style-type: none"> <li>Independently do zips on a coat</li> <li>Begin to fasten buttons on clothing.</li> <li>Balance on different equipment</li> <li>Climb different low and high level equipment</li> <li>Hop on a preferred foot</li> <li>Move in different ways to music.</li> <li>Throw, hit or kick a ball to a target or another person</li> <li>Sits on carpet with legs crossed and a good posture</li> <li>Developing control with scissors to cut different materials.</li> <li>Use scissors to cut in straight lines</li> <li>Hold pencil with tripod grip majority of the time.</li> <li>Developing form and detail in drawings and paintings.</li> <li>Form some recognisable letters and shapes.</li> <li>Talks about how to keep teeth healthy and understands why it is important.</li> <li>Knows which food is good for our body.</li> <li>Uses a knife to cut up food</li> <li>Understand why a variation of food is important</li> </ul>	<ul style="list-style-type: none"> <li>Stand on one leg for more than 5 seconds</li> <li>Hop on either foot</li> <li>Skips on alternate feet</li> <li>Make up a simple dance to music</li> <li>Catch a ball.</li> <li>Play a simple throwing, catching or kicking game.</li> <li>Use scissors to cut out shapes Able to form lowercase letters with increasing accuracy.</li> <li>Showing an awareness of directionality when forming letters.</li> <li>Draw pictures with increasing accuracy.</li> <li>Talk about how to be a safe pedestrian</li> <li>Talk about how we can keep our body healthy.</li> <li>Use a knife and fork competently.</li> </ul>
<b>Maths</b> Number Numerical pattern	<ul style="list-style-type: none"> <li>Recognise numerals to 10</li> <li>Reliably count to 10</li> <li>Count using 1:1 correspondence</li> </ul>	<ul style="list-style-type: none"> <li>Count to 20</li> <li>Combine two groups to find the whole</li> </ul>	<ul style="list-style-type: none"> <li>Write numerals to 10 accurately</li> <li>Combine two groups or more to find the whole</li> </ul>

	<ul style="list-style-type: none"> <li>• Subitise</li> <li>• Understand how to use a five/ten frame, part whole model.</li> <li>• Understand composition of numbers to 5</li> <li>• Know that numbers can have more than one part</li> <li>• Recall number bonds to 5</li> <li>• One more and one less to 5</li> <li>• Explore addition (adding value).</li> <li>• Explore subtraction (reducing value).</li> <li>• Sort into groups</li> <li>• Compare quantities of identical and non-identical objects</li> <li>• Orders and sequences familiar events-lifetime</li> <li>• Compare height, length and weight using the correct vocabulary.</li> <li>• Explore and name 2D shapes. Looking at orientations and sides, corners.</li> </ul>	<ul style="list-style-type: none"> <li>• One more and one less to 10- make links to money.</li> <li>• Understand the composition of teen numbers (place value).</li> <li>• Number bonds to 10- Using a part-part whole model and tens frame</li> <li>• Understand the composition of numbers to 10</li> <li>• Use a number line to add and subtract.</li> <li>• Estimate a number of objects and check by counting</li> <li>• Explore the relationship between addition and subtraction</li> <li>• Compare groups to 10 using greater, less and fewer.</li> <li>• Understands days of the week</li> <li>• Talk about the timeline of a day</li> <li>• Use everyday language to talk about time, days of the week and months of the year</li> <li>• Explore simple patterns using objects, colours, shapes.</li> <li>• Explore 3D shapes - how they are made using 2D shapes and their properties (roll, slide),</li> <li>• Explore characteristics of everyday objects and shapes and use mathematical language to describe them</li> <li>• Measure height, length and weight using non-standard unit and correct vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Add by counting on</li> <li>• Take away by counting back</li> <li>• Double</li> <li>• Half and share</li> <li>• Recall bonds and number facts automatically to 10</li> <li>• Odd and evens</li> <li>• Count beyond 20</li> <li>• Make and explain 2 part and 3 part patterns (pictorial and numerical)</li> <li>• Uses language such as yesterday, tomorrow.</li> <li>• Use ordinal numbers: 1st, 2nd...last</li> <li>• Measure length, height and distance using standards units and use correct vocabulary.</li> <li>• Measures short periods of time in simple ways</li> <li>• Compare quantities and objects to money solve problems</li> <li>• Use everyday language to talk about money</li> <li>• recognise coins up to 20p and their values</li> <li>• Compare the value of coins up to 20p.</li> </ul>
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<p><b>LITERACY</b> Comprehension Word Reading Writing</p>	<ul style="list-style-type: none"> <li>• Listens to a story or fact book with increasing attention and recall,</li> <li>• Enjoys stories and can join in with repeating phrases</li> <li>• Looks at books independently</li> <li>• Shares a favourite story and talk about it.</li> <li>• Identifies the character and setting in a story.</li> <li>• Hear environmental sounds.</li> <li>• Clap and count syllables in a word.</li> <li>• Recognise sounds with the same initial sound.</li> <li>• Join in with rhymes that they know,</li> <li>• Say the sounds and do action for individual sounds they have learnt. Phase 2/3</li> <li>• Recognises their name</li> <li>• Sings the alphabet song</li> <li>• Orally blend 2 or 3 sounds for reading using the sounds they know - Phase 2</li> <li>• Read Phase 2 tricky words/CEW that they have been taught</li> <li>• Recognise the initial sound in a word.</li> <li>• Orally segment sounds for writing</li> <li>• Write some letters in their name</li> <li>• Make marks for writing.</li> <li>• Explain marks made for writing.</li> <li>• Form shapes for early writing (gross and fine)</li> <li>• Begin to form recognisable letter shapes</li> <li>• Begin to use initial letter sounds in writing.</li> <li>• Copy and write name</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the main events in a story, (problem/solution)</li> <li>• Talk about a book while they are reading</li> <li>• Say the sounds and do action for individual sounds they have learnt. Phase 2/3</li> <li>• Reads most Phase 2 digraphs</li> <li>• Reads most Phase 2 words including digraphs</li> <li>• Read most Phase 2 and some phase 3 CEW/tricky words</li> <li>• Read simple phrases with known sounds</li> <li>• Form recognisable letter shapes taught.</li> <li>• Write first name independently and beginning to write, supported, last name</li> <li>• Write initial sound in a word</li> <li>• Write most Phase 2 cvc words</li> <li>• Write Phase 2 CEW/tricky words using a sound mat</li> <li>• Write on a line</li> <li>• Write words that contain sounds taught</li> <li>• Begin to recognise upper case letters in preparation for reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Retell stories they have read or listened to using a range of vocabulary.</li> <li>• Verbally answer questions about a book they have read.</li> <li>• Reads all Phase 2 sounds</li> <li>• Reads most Phase 3 digraphs.</li> <li>• Read words with Phase 2 and Phase 3 digraphs in</li> <li>• Read all Phase 2 CEW/tricky words and most of the Phase 3 CEW/tricky words.</li> <li>• Read aloud simple sentences consistent with their phonic knowledge.</li> <li>• Writes first and last name independently</li> <li>• Form each letter shape, starting in the correct place and with correct direction.</li> <li>• Write all Phase 2 CVC words and some Phase 3 words.</li> <li>• Write Phase 2 CEW/tricky words independently.</li> <li>• Write simple sentences and captions that are phonetical and can be read by others</li> <li>• Attempts to write stories, instructions and fact information.</li> <li>• Match upper and lower case letters.</li> <li>• Begin to write capital letters when needed</li> </ul>
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<p><b>EAD</b>          Creating with materials          Being imaginative</p>	<ul style="list-style-type: none"> <li>• Use glue sticks and masking tape</li> <li>• Hold and wash paint brushes</li> <li>• Use paint brushes to make a range of marks including dots, dabs, zigzag, waves</li> <li>• Talk about art</li> <li>• Use individual pots of ready mixed paint to explore colours</li> <li>• Begin to form recognisable pictures - people, objects</li> <li>• Include detail in their pictures (features of face)</li> <li>• Articulate pictures to an adult</li> <li>• Construct with a purpose in mind?</li> <li>• Line and stack bricks to make structures?</li> <li>• Begin to use talk to act out familiar experiences and stories in their play.</li> <li>• Listen and join in with nursery rhymes and songs.</li> <li>• Explore instruments and objects that make sound.</li> <li>• Explore and listen to a range of music/dance from different countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Attach at least two boxes to create a model</li> <li>• Begin to use alternative joining methods (treasury tags, holes, staples, folds, Sellotape, PVA glue, paperclips)</li> <li>• Explore what happens when colours mix and mix colours for a purpose</li> <li>• Plan what they will create and what they may use <b>Resourceful Squirrel</b></li> <li>• Solve problems and begin to try new ways <b>Reflective Owl</b></li> <li>• Develop observational drawing/painting skills</li> <li>• Begin to use construction sets to make enclosures?</li> <li>• Use props to act out a story in their play alongside others.</li> <li>• Sing familiar songs and rhymes.</li> <li>• Follow and play a simple rhythm on instruments inc multicultural instruments.</li> <li>• Move to a range of music and learn simple dances and movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of resources to create a 3D model <b>Resourceful Squirrel</b></li> <li>• Independently select joining methods and reflect on their effectiveness <b>Resilient Rhino, Reflective Owl</b></li> <li>• Choose and mix colours for an intended purpose</li> <li>• Collaborate to create something <b>Reciprocal ants</b></li> <li>• Reflect on their creations and achievements <b>Reflective Owl</b></li> <li>• Construct structures for play using different resources</li> <li>• Stitching???</li> <li>• Develop and act out their own story or familiar story with peers and adult using range of vocabulary and characters.</li> <li>• Share views on songs and rhymes.</li> <li>• Perform song and rhymes to an audience.</li> <li>• Use a preferred instrument to accompany a song.</li> <li>• Talk about likes and dislikes regarding music/dance.</li> <li>• Create own dance or movement to music.</li> </ul>
<p><b>UTW</b>          Past and present          People, cultures and communities          The natural world</p>	<ul style="list-style-type: none"> <li>• Do they have an understanding of how they have changed since they were a baby?</li> <li>• Tell you about my family - name and describe them.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the differences I see between people and objects in the past and the present</li> <li>• Listen to stories about people from the past and present.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the past by listening to stories/fact books/videos and comparing it to my experiences?</li> <li>• Tell you some of the jobs different people do and how they help our community?</li> </ul>

	<ul style="list-style-type: none"> <li>• Listen about and explore different celebrations.</li> <li>• Show an awareness of different countries and begin to discuss features.</li> <li>• Be aware of similarities and differences between me and my friends.</li> <li>• Make a scene for small world using props.</li> <li>• Tell you what I can see, hear, feel when I am outside.</li> <li>• Explore different weather and materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how some families are different.</li> <li>• Explore and begin to ask questions about different cultures through food, objects and clothing?</li> <li>• Mark make or use objects to create a map in my play?</li> <li>• Tell you any changes I notice outside.</li> <li>• Understand how materials can be changed - ice, choc,</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how some countries and people are different and some are similar?</li> <li>• Explain how I celebrate and understand not everybody celebrates the same thing.</li> <li>• Explore different maps and asks questions,</li> <li>• Have an understanding that there are different maps to show us places eg World, England map, road maps, park maps. Treasure maps.</li> <li>• Draw and discuss different things I have observed. Animals. Plants etc.</li> <li>• Explain why reasons why some things changes have happened?</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• Be exposed to different technologies</li> <li>• Explore and identify technology in the environment - both at home and at school</li> <li>• Use iPads to take videos, photos</li> <li>• Understand cause and effect - remote control cars</li> <li>• Know that we communicate with others using phones (class phone/mobiles)</li> <li>• Dial a phone number (CC Maths)</li> <li>• Know how to turn things on and off using a switch (microphones, remote control cars, torch)</li> <li>• Use a CD player - play and stop</li> <li>• Unlock an iPad by swiping.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the IWB to play phonic games</li> <li>• Change the colour of pen on Prowise</li> <li>• Select a rubber</li> <li>• Select a new page</li> <li>• Understand that not everything is appropriate for all ages on the internet.</li> <li>• Access an app</li> <li>• Navigate an app</li> <li>• Understand things can be printed and copied</li> </ul>	<ul style="list-style-type: none"> <li>• Type letters and numbers using a keyboard</li> <li>• Use the space bar and backspace</li> <li>• Know that devices need to be charged and I can take responsibility for this?</li> <li>• Navigate a website effectively - adding comments and pictures to my tapestry journal?</li> <li>• Give opinions on apps and websites</li> <li>• Long onto a computer and off</li> <li>• Navigate websites with support</li> <li>• Print own work</li> </ul>
<b>Characteristics of Effective Learning</b> Playing and exploring	<ul style="list-style-type: none"> <li>• Solve problems by trying many different ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Plan how they will explore or play</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems by independently thinking and trying solutions</li> </ul>



Bramcote Hills Primary School reviewed May 2021

<p>Active Learning Creating and thinking critically</p>	<ul style="list-style-type: none"> <li>• Respond to new experiences that you bring to their attention</li> <li>• Explore different senses</li> <li>• Independently select resources to play with</li> <li>• Bring their own interests and fascinations into early years settings</li> <li>• Ask a friend or adult for help</li> <li>• Watch and replicate how others do things</li> <li>• Repeat activities</li> <li>• Understand another child's perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems using some given solutions - considering the most appropriate idea</li> <li>• Make independent choices of materials to use to achieve a goal</li> <li>• Use skills they have been taught within their play</li> <li>• Discuss with confidence their own interests</li> <li>• Keep on trying when things are difficult - within their play</li> <li>• Use a trial and error approach</li> <li>• Discuss their achievements</li> <li>• Use a range of scaffolded strategies</li> <li>• Think of their own ideas</li> <li>• Concentrate on achieving something that's important to them</li> <li>• control their attention (within child initiate play) and ignore distractions</li> </ul>	<ul style="list-style-type: none"> <li>• Keep on trying when things are difficult - within an adult led activity</li> <li>• Use a range of child led strategies</li> <li>• correct their mistakes themselves</li> <li>• Make connections in their learning</li> <li>• Think of their own explanations</li> <li>• control their attention (within an adult led activity) and ignore distractions</li> <li>• Review their progress as they try to achieve a goal</li> </ul>
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