

†BHPS EYFS Curriculum 2025-26

Revised 2025

Progression of knowledge and skills across EYFS

	Autumn 1 I wonder what makes me special?	Spring	Summer
Characteristics of Effective Learning Focus	Playing and Exploring	Active Learning	Critical thinking
Learning Powers Focus	Resilient Rhino	Resourceful Squirrel Reciprocal Ant Resilient Rhino	Resourceful Squirrel Reciprocal Ant Reflective owl Resilient Rhino
Whole School Mantras	I can't do it...yet	I can't do it...yet Practice makes permanent It's ok to make a mistake Marvellous mistakes	I can't do it...yet Practice makes permanent What do we do if we make a mistake? Learn from it. Marvellous mistakes
PSED Jigsaw	Unit 1 Being Me in my world Unit 2 Celebrating difference	Unit 3 Dreams and goals Unit 4 Healthy me	Unit 5 Relationships Unit 6 Changing me (baby photo and family photo/task on tapestry)
PD P.E Planning	Unit 1 Me and Myself Unit 2 Working with others	Unit 3 Throwing and Catching Unit 4 Fun and Games	Unit 5 Ball Skills Unit 6 Fitness
RE	Which stories are special and why? <i>Christmas</i> Belonging. Who are we and how do we belong?	What stories/times are special and why? <i>Lunar New Year</i> Belonging. Who are we and how do we belong?	Which people are special and why? Our wonderful world and how can we care for living things and the earth. Recycling Pollution
PSED Self-regulation Managing self Building relationships	- Learn about feelings and the words to describe feelings - Begin to show an awareness about how they are feeling - Begin to understand that it is okay to make a mistake - Understand and follow an instruction with two parts - Begin to understand that resources are shared - Aware of routines and rules the classroom. - Aware of routines and rules in various areas around school - Organise themselves in the environment - lunch, toilet, carpet. - Begin to learn where resources belong and begin to select what they need - Begin to understand how to look after our school environment - Learn how to speak kindly and politely to each other - Show an awareness of how others are feeling - Understand the role of resilient rhino - Comes into school happily and independently - Form an attachment with one or more peers	- Begin to learn strategies to cope with uncomfortable feelings - Begin to co-regulate own emotions - Know that we learn by making mistakes and trying new ways - Show an awareness of how they are feeling - Independently organise their own needs. - Tidy away items safely - Understand why we have rules and the consequences of not having them - Begin to plan and locate resources needed for play - Take responsibility for looking after our environment with support - Develop an awareness of their capabilities, what they can do and what they can achieve. - Respond to others in conversation - Share resources and take turns with others - Understand the benefits of working as a team - Begin to understand the role of reciprocal ant - Offer to help others - Begin to understand the role of the resourceful squirrel	- Follow an instruction involving several ideas or actions - Use a range of vocabulary to express how they are feeling - Understand how they are feeling and know ways to regulate how they are feeling - Understand which behaviours are appropriate in different situations - Make links and develop strategies to achieve an end goal - Take responsibility for looking after our environment - Begin to understand the role of the resourceful squirrel - Understand the role of reflective owl - Reflect on their achievements and what was challenging - Find resolutions without conflict - Play a game or work in a small group of peers by responding appropriately

		Explore how to keep our bodies healthy (food groups and importance of sleep) – Jigsaw.	
CL Listening and attention Speaking	- Approach a peer or adult if a need arises - Respond to a teacher or peer - Understand a 'what' 'where' and 'why' question and respond to it through actions, simple words and sentences. Vocab list - Understand and follow an instruction with two parts - Listen to stories and rhymes with increased attention - Start a conversation – peer or adult - Use sentences of four to six words - Repeat a stem sentence - Express their experiences and preferences – eg likes or dislikes, - Have mostly clear speech and be easily understood - Join in with stories, songs and rhymes with repeated refrains - Join in with imaginative play by taking on a role. - Uses talk to organise play - Uses familiar words and familiar story language in their play.	- Respond to what they hear with comments and questions - Verbally respond to questions – why, what, where, who, how. - Listen and respond to others during imaginative play. - Retell stories in order - Identify characters, setting and events in stories - Identify a problem and a solution - Begin to tell a whole story - Begin using a range of connectives (and, because, but) - Understand past, present, future tense - Begin to develop their own stem sentence - Express how others may be feeling and start to use language to resolve conflict. - Develop a storyline in their play. - Starting to use a new vocabulary in their play.	- Hold a conversation with many exchanges - Follow an instruction involving several ideas or actions - Ask questions – why, what, where, who, how - Ask questions to find out more information - Understand complex language and beginning to use – prepositions, sequencing, time - Begin to use own stem sentences for reasoning, explaining and writing - Express ideas and feelings about their experiences - Speaks using the correct tense majority of the time - Use correct time words most of the time e.g yesterday, today tomorrow - Make up stories of their own - Discuss characters, setting and events in stories - Use different voices, props, vocabulary and a structure in their retelling of stories, in their imaginative play
PD Gross motor Fine motor Self care	- Put coat/jumper and cardigan on with little support - Do a zip to the top once started - Walk up and down stairs one foot per stair. - Shows an awareness of space by negotiating obstacles adjusting their speed and direction. - Form large scale movements – zigzags, waves, circular - Dance to music - Notice what happens to my body when I exercise. - To begin to understand how to work alongside others (turn taking, awareness of the needs of others). - Holds scissors the correct way round. - Use scissors to snip paper. - Holds pencil and paintbrush with a pincer or tripod grip and holds paper with the other hand - Form and draw a variety of shapes or writing and drawing. - Understands why we have to wash our hands - Washes hands independently - Use a fork and spoon to eat independently at meal times - Tries a selection of food - Engages in messy play - Copies actions of others	- Independently do zips on a coat - Begin to fasten buttons on clothing. - Balance on different equipment - Climb different low- and high-level equipment - Hop on a preferred foot - Move in different ways to music. - Showing increasing control over an object pushing, passing, throwing, catching and kicking. - Sits on carpet with legs crossed and a good posture - Move freely and confidently in a range of ways. - Adjust speed and direction to negotiate objects. - Developing control with scissors to cut different materials. - Use scissors to cut in straight lines - Hold pencil and <u>paintbrush</u> with tripod grip majority of the time. - Developing form and detail in drawings and paintings. - Form some recognisable letters and shapes. - Talks about how to keep teeth healthy and understands why it is important. - Knows which food is good for our body. - Uses a knife to cut up food - Understand why a variation of food is important	- Stand on one leg for more than 5 seconds - Hop on either foot - Skips on alternate feet - Make up a simple dance to music - Catch a ball. - Throw, hit or kick a ball <u>with control and</u> to a target or another person - Play a simple throwing, catching or kicking game. - Increasing control when throwing and catching a large balls. - Improve speed, agility and balance, - Develop coordination and physical fitness. - Develop the jumping and landing technique safely. - Use scissors to cut out shapes - Able to form lowercase letters with increasing accuracy. - Showing an awareness of directionality when forming letters. - Draw pictures with increasing accuracy. - Talk about how to be a safe pedestrian - Talk about how we can keep our body healthy. - Use a knife and fork competently.
Maths Number Numerical pattern	- Recognise some numerals - Reliably count to 5 - Count using 1:1 correspondence with pictorial or concrete, from actual amount. - Subitise 1-3, 4-5 using everyday objects, counters	- Recognise numerals to 10 and match to amount. - Count to 10 - Subitise 1-3, 4-5 using counters and everyday objects of different sizes - Count to 20 - Comparing quantity of groups	- Write numerals to 10 accurately - Count beyond 10 - Add by counting on - Take away by counting back - Double - Halving and share

	- Verbalise what they can see from a bigger group e.g Number talk 1 and 4 and 2 and 3. Partition into groups - Understand how to use a five frame, part whole model. - Knowing that if we move or rearrange, do not add or subtract then the number stays the same. - Know that numbers can have more than one part. - Understand composition of numbers to 1-3,4-5. - Partition and recombine groups 1-3, 4 to 5 find and partition the whole. - Recall number bonds to 5 - Comparing quantity of groups with concrete/pictorial objects. - One more and one less to 5 - Explore addition (adding value). - Explore subtraction (reducing value). Knowing vocabulary whole/part/numeral/more/less/same/altogether/makes - Orders and sequences familiar events- lifetime - Explore simple patterns using objects, colours, shapes. CC UW patterns from different cultures. - Explore and name 2D shapes.	- Count using 1:1 correspondence with pictorial or concrete. From actual amount and from larger group. - Partition and <u>recombine</u> two groups to 10 find and partition the whole. - Sharing between 2 or more groups. - Using a part whole model and tens frame. Use linear as a track and 1 line underneath each other. - Understand the composition of numbers 6 to 10. - Use a number track/line to add and subtract. - Estimate a number of objects and check by counting - Explore the relationship between addition and subtraction Knowing vocabulary equal – the same as One more and one less to 10 Link number to pennies/money. Understand the composition of teen numbers (place value). Using tens frame. Create a physical number line to 10 place numerals in order Compare groups to 10 (more/less) Introducing non standard units. Talk about the timeline of a day Use everyday language to talk about time, days of the week and months of the year Compare height, length and weight using the correct vocabulary. Finish and create 2 part simple patterns using objects, colours, shapes. CC UW patterns from different cultures. Pattern rule. Begin to explore sharing - Explore 3D shapes – how they are made using 2D shapes and their properties (roll, slide), - Name 2D shapes. Looking at orientations and sides, corners. - Explore characteristics of everyday objects and shapes and use mathematical language to describe them - Measure height, length and weight using non-standard unit and correct vocabulary.	- Recall number bonds and number facts automatically to 5/10 Visualise a number line to 10. Placing numerals by comparing more/less. Odd and evens Count beyond 20 Make and explain 2 part and 3 part patterns (pictorial and numerical) Uses language such as yesterday, tomorrow. Use ordinal numbers: 1st, 2nd...last - Measure length, height and distance using standards units and use correct vocabulary. - Measures short periods of time in simple ways - Compare quantities and objects to money solve problems - Use everyday language to talk about money - recognise coins up to 20p and their values - Compare the value of coins up to 20p.
LITERACY Comprehension Word Reading Writing	- Listens to a story or fact book with increasing attention and recall, - Enjoys stories and can join in with repeating phrases - Looks at books independently - Shares a favourite story and talk about it. - Identifies the character and setting in a story. - Hear environmental sounds. - Clap and count syllables in a word. - Recognise words with the same initial sound. - Join in with rhymes that they know, - Say the sounds and do action for individual sounds they have learnt. Phase 2/3 - Recognises their written name - Orally blend 2 or 3 sounds for reading using the sounds they know – Phase 2	- Identify the main events in a story, (problem/solution) - Talk about a book that they have read - Say the sounds and do action for individual sounds they have learnt. Phase 2/3 - Reads most Phase 2 digraphs - Reads most Phase 2 words including digraphs - Read most Phase 2 and some phase 3 CEW/tricky words - Read simple phrases with known sounds - Form recognisable letter shapes taught. - Write first name independently and beginning to write, supported, last name - Write initial sound in a word - Write most Phase 2 cvc words - Write Phase 2 CEW/tricky words using a sound mat - Begin to write on a line	- Identify the main events in a story, (problem/solution) - Talk about a book that they have read - Retell stories they have read or listened to using a range of vocabulary. - Verbally answer questions about a book they have read. - Reads all Phase 2 sounds - Reads most Phase 3 digraphs. - Read words with Phase 2 and Phase 3 digraphs in - Read all Phase 2 CEW/tricky words and most of the Phase 3 CEW/tricky words. - Read aloud simple sentences consistent with their phonic knowledge. - Sing the alphabet song - Writes first and last name independently - Form each letter shape, starting in the correct place and with correct direction.

	- Read Phase 2 tricky words/CEW that they have been taught - Recognise the initial sound in a word. - Orally segment sounds for writing - Write some letters in their name - Make marks for writing. - Explain marks made for writing. - Form shapes for early writing (gross and fine) - Begin to form recognisable letter shapes - Begin to use initial letter sounds in writing.	- Write words that contain sounds taught	- Write all Phase 2 CVC words and some Phase 3 words. - Write Phase 2 CEW/tricky words independently. - Write simple sentences and captions that are phonetical and can be read by others - Attempts to write stories, instructions and fact information. - Begin to recognise upper case letters in preparation for reading and writing. Match upper and lower case letters. - Begin to write capital letters when needed
EAD Creating with materials Being imaginative	- Introduce glue sticks and masking tape - Use PVA glue - Different materials can be used to make models. - Fix materials together. - Attach at least two boxes to create a model - Construct/create with a purpose in mind - To tell someone about what they are going to make. - Hold and wash paint brushes - Use paint brushes to make a range of marks including dots, dabs, zigzag, waves - Talk about art - Use individual pots of ready mixed paint to explore colours. - Begin to form recognisable pictures - people, objects - Begin including detail in their pictures (features of face) - Begin to articulate their art work. - Line and stack bricks to make structures - Begin to use talk to act out familiar experiences and stories in their play. - Listen and join in with nursery rhymes and songs. - Explore instruments and objects that make sound and how they sound (dynamics and pitch) - Explore and listen to a range of music/dance from different countries. - We can copy vocal sounds, body percussion and playing instruments - Explore tempo and duration playing instruments and singing.	- Hold and wash paint brushes - Use paint brushes to make a range of marks including dots, dabs, zigzag, waves - Talk about art - Create with form and purpose for a recognisable picture - people, objects (Plan and Do) - Draw a simple picture to design a boat. - Begin to use alternative joining methods (treasury tags, holes, staples, folds, Sellotape, PVA glue, paperclips) - Explore what happens when colours mix and mix colours for a purpose - Begin to plan what they will create and what they may use Resourceful Squirrel - Solve problems and begin to try new ways Reflective Owl - Develop observational drawing/painting skills - Begin to use construction sets to make enclosures? - Make a scene for small world using props. - Use props to act out a story in their play alongside others. - Sing familiar songs and rhymes. - Follow and play a simple rhythm on instruments inc multicultural instruments. - Moving rhythmically to a range of music and learn simple dances and movements (including different celebration music) - Begin exploring pitch and timbre of instruments to tell stories.	- Use a variety of resources to create a 3D model Resourceful Squirrel - Share views about art - Independently select joining methods and reflect on their effectiveness Resilient Rhino, Reflective Owl - Choose and mix colours for an intended purpose - Collaborate to create something Reciprocal ants - Reflect on their creations and achievements Reflective Owl - Construct structures for play using different resources - Develop and act out their own story or familiar story with peers and adult using range of vocabulary and characters. - Share views on songs and rhymes. - Perform song and rhymes to an audience. - Use a preferred instrument to accompany a song. - Talk about likes and dislikes regarding music/dance. - Create own dance or movement to music. - Voices and instruments can imitate sounds from the world around us (vehicles). - Explore orchestral instruments.
UTW Past and present People, cultures and communities The Natural World	- Listen to stories about people and places from the past and present. - Understand how I am now (present) - Develop an understanding that I am changing over time - Understand that all humans change over time - Engage in sharing memories. - Remember a special event. Know that is it from the past. - Tell you about my family - name and describe them. - Listen about and explore different celebrations. - Be aware of similarities and differences between me and my friends. - Tell you what I can see, hear, touch, smell and taste. - Talk about the things I observe	- Listen to stories about people and places from the past and present. - Understand than an event happened in the past. - Know about the special event that happened to a significant individual. - Know that what happened in the past can change how things happen now. - Understand how some families are different. - Show an awareness of different places including planets/ countries and begin to discuss features - Explore and begin to ask questions about different cultures through food, objects and clothing? - Explore how we travel to different places	- Listen to stories about people and places from the past and present. - Understand than an object can change over time - Bikes - Know why an object may change over time. - Understand that animals change over time - Explain how some countries and people are different, and some are similar? - Explain how I celebrate and understand not everybody celebrates the same thing. - Tell you some of the jobs different people do and how they help our community. - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments,

	• Talk about the parts of the body that link to a sense i.e hear - ears. • Describe people that are close to them - physical features • Exploring autumn weather (wind, rain and cloudy weather) • Listen to the sounds and identify the source • Understand some important processes and changes in the natural world around them, including the seasons (Autumn) • Explore how humans change over time from babies to adults. • Explore the physical features of stories settings (environments) and materials used.	• Have an understanding that there are different maps to show us places eg World, England map, road maps, park maps and explore making these in our play. • Know some similarities and differences between the natural world around them and contrasting environments (Rainforests) , drawing on their experiences (Forest schools) and what has been read in class.	drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons, plants and animals. • Begin to identify common plants in their environment and explore what a plant needs to grow, • Exploring the habitats/microhabitats of different animals. • Identify different body parts of a chick/hen.
Technology and E-Safety	• Be exposed to different technologies • Explore and identify technology in the environment - both at home and at school Esafety Self-image and identity • I know that I can say 'no' / 'please stop' / 'I'll tell' 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset • I can give different examples of how to say 'no' / 'please stop' / 'I'll tell' / 'I'll ask'	• Use the IWB E-Safety Online Relationships Privacy and Security Technology • Use iPads to take videos, photos • Understand cause and effect - CD player, IWB remote control cars • Know that we communicate with others using phones (class phone/mobiles) • Dial a phone number (CC Maths) • Know how to turn things on and off using a switch (microphones, remote control cars, torch) • Use a CD player - play and stop • Unlock an iPad by swiping.	E - Safety Health, Wellbeing and Lifestyle • identify some simple examples of my personal information • describe who would be trustworthy to share this information with • identify rules that help keep us safe and healthy in and beyond the home • talk about how to use the internet as a way of finding information online • understand I can put information online for people to see
Cooking	• Spread using a knife. • Taste less familiar foods. • Mix ingredients using a spoon. • Understand how I can be hygienic when cooking.	• Measure ingredients using balance scales. • Chop foods using a bridge cut. • Measure ingredients using cups.	• Know that you can measure ingredients using digital scales. • Understand I need to eat rainbow foods. • Melt butter and chocolate and know we need heat. • Freeze liquid. • Use equipment such as a cheese grater, peeler. • Use a blender. • Design a cake as a class and think about its packaging. • Explain their favourite packaging and why. • Make a cake by combining ingredients. • Taste the cake and give an opinion.
Characteristics of Effective Learning Playing and exploring Active Learning Creating and thinking critically	• Solve problems by trying many different ideas • Respond to new experiences that you bring to their attention • Explore different senses • Independently select resources to play with • Bring their own interests and fascinations into early years settings • Ask a friend or adult for help • Watch and replicate how others do things • Repeat activities • Begin to understand another child's perspective	• Plan how they will explore or play • Solve problems using some given solutions - considering the most appropriate idea • Make independent choices of materials to use to achieve a goal • Use skills they have been taught within their play • Discuss with confidence their own interests • Keep on trying when things are difficult - within their play • Use a trial and error approach • Discuss their achievements • Use a range of scaffolded strategies • Think of their own ideas	• Solve problems by independently thinking and trying solutions • Keep on trying when things are difficult - within an adult led activity • Use a range of child led strategies • Correct their mistakes themselves • Make connections in their learning • Think of their own explanations • Control their attention (within an adult led activity) and ignore distractions • Review their progress as they try to achieve a goal

		• Concentrate on achieving something that's important to them • Control their attention (within child initiate play) and ignore distractions	
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