EYFS Knowledge and Skills Progression

EYFS Intent : At New Hinksey Primary School we recognise the fundamental role a child's early years has in shaping the person and learner they become. Our EYFS curriculum is designed to lay strong foundations so that the children develop the characteristics of an effective learner as well has having the knowledge and skills to be reading for the KS1 curriculum. We provide puils with a safe and stimulating environment that will allow them to thrive. We aim to develop curiosity and nurture children into becoming independent and resilient learners.

Our purposeful and engaging curriculum maps out progress but it also recognises that learning in the early years is not always neat and orderly and considers that pupils learn best 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. Adults respond to each child's emerging needs and interest guiding their development through warm, positive interaction to move their learning forwards. We believe all pupils can succeed and ensure that our teaching practise is adaptive and responsive to the needs of the pupils.

We know that the three prime areas Communication and Language, Physical Development and Personal Social and Emotional Development are particularly important to enable the children to thrive and provide a basis for learning across the curriculum.

Communication and Language		Reception
Listening, Attention and Understanding	Knowledge & Skills	To understand the importance of listening and how to do so carefully. To explore new vocabulary and show an understanding of how to use it. To develop social phrases – manners, good morning, how are you? To ask questions to clarify understanding To hold a sustained conversation with peers and adults
	How is it covered	Communication and language is interwoven into all elements of the curriculum every term • Rich language environment • Listening and engaging in story time, topic discussions including non fiction texts • Answering and asking questions in response to stories, whole class learning and circle times • Learning rhymes, songs and poems • PSHE Jigsaw activities • Explicit teaching and discussion of new vocabulary in whole class reading • An outdoor environment that enables rich language and interaction
Speaking	Knowledge & Skills	• Speaking in well-formed sentences • Asking questions using who, what, where, when, why and how

		• Using taught 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 (including using sequencing words) • Retell familiar stories with some exact repetition and some of their own words • Use talk to explain their thinking and offer explanations
	How is it covered	Communication and language is interwoven into all elements of the curriculum every term • Rich language environment • Listening and engaging in story time, topic discussions including non fiction texts • Answering and asking questions in response to stories, whole class learning and circle times • Learning rhymes and poems • PSHE Jigsaw activities • Explicit teaching and discussion of new vocabulary in whole class reading • An outdoor environment that enables rich language and interaction
Personal Social & Emotional Development		

Self-Regulation	Knowledge & Skills	• Viewing themselves as a valuable individual recognising their strengths • Begin to moderate their feelings in social situations • Tolerate delay and show patience for a short time • Follow instructions with more than 2 steps • Give focused attention to an adult managing simple distractions • How to use the calm space within the class room • Talking about the four
	How is it covered	PSED is interwoven into all elements of EYFS in each term. • Weekly PSHE Lessons (Twinkl) and Jigsaw RE lessons learning about ourselves and feelings • Stories that explore different feelings and enable discussions through circle times • Circle times focused on our own feelings and those of others. • Meditation every morning at the start of the day • Calm Space provided in the class room with feelings posters to enable children to name and talk about their feelings Autumn (Twinkl) Super Me, My Body, Look What I can Do Spring (Twinkl) Being Safe, Working Together, How do I feel Summer (Twinkl) Me and My World, Reach for the Stars, Positive Relationships, British Values
Managing Self	Knowledge & Skills	• Express their feelings and develop respect and awareness of the feelings of others

		• Show growing confidence in trying new activities • Show resilience when faced with a challenge • Manage their own needs (washing their hands, dressing, toileting and making healthy food choices) • Begin to know about the different factors that support their own health and wellbeing (regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time', good sleep routines and being a safe pedestrian)
	How is it covered	PSED is interwoven into all elements of EYFS in each term. • Weekly PSHE Lessons (Twinkl) and Jigsaw RE lessons learning about ourselves and feelings • Circle times and stories to enable the children to discuss and explore as a group • Meditation every morning at the start of the day • Calm Space provided in the class room with feelings posters to enable children to name and talk about their feelings Autumn (Twinkl) Super Me, My Body, Look What I can Do Spring (Twinkl) Being Safe, Working Together, How do I feel Summer (Twinkl) Me and My World, Reach for the Stars, Positive Relationships, British Values
Building Relationships	Knowledge & Skills	• Building constructive and respectful relationships • Considering the perspectives of other people • Working and playing co-operatively • Showing a growing sensitivity to the needs of others • Forming positive attachments

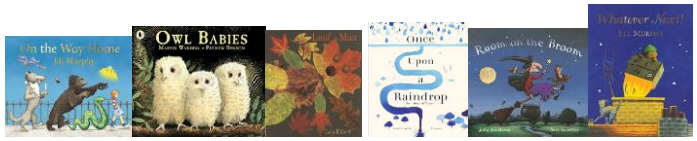
	How is it covered	PSED is interwoven into all elements of EYFS in each term. • Weekly PSHE Lessons (Twinkl) and Jigsaw RE lessons learning about ourselves and feelings • Circle times and stories to enable the children to discuss and explore as a group • Positive play supported and scaffolded by the adults with modelled scenarios and descriptive commentary • Planned opportunities for collaborative learning in continuous provision and within focused learning time (partner work and talk) Autumn (Twinkl) Super Me, My Body, Look What I can Do Spring (Twinkl) Being Safe, Working Together, How do I feel Summer (Twinkl) Me and My World, Reach for the Stars, Positive Relationships, British Values
Physical Development		
Gross Motor Skills	Knowledge & Skills	Becoming more confident and precise in the following movements and begin to combine them : Walking - travelling confidently in different directions including backwards Running – showing an understanding of how to increase speed and slow speed down Crawling – coordinative 4 limbs simultaneously, able to travel fowards and backwards in straight lines and commando crawl Jumping – showing control when landing on 2 feet. Beginning to swing arms to jump further. Skipping – showing coordination to move with increasing speed

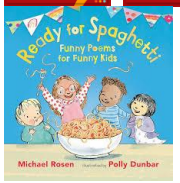
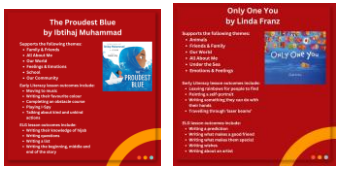
		Climbing – understanding the need to check footing and hand grips. • Negotiate space and obstacles safely • Demonstrate good balance • Begin to understand the effects exercise can have on the body • Show good posture when sitting at a table with two feet flat on the floor • Throw and catch the same object • Throw balls, beanbags at targets • Roll and pass balls to a partner showing good aim and the ability to stop a ball
	How is it covered	In EYFS we have a 1 hour PE lesson with a PE coach every week. We use the First PE Curriculum Autumn Term Dance and ball skills Spring Term Dance, Fitnesss and Fun Summer Term Dance, Multi skills and Athletics
Fine Motor Skills	Knowledge & Skills	Show a growing competence to use a range of tools safely and confidently including • Scissors – along curved straight and zig zag lines • Cutlery – using both a knife and fork simultaneously

		• Paintbrushes – to make a range of marks – dots, dashes, continuous lines, straight and curved marks, showing control and staying within lines • Pencils and pens – using a tripod grip for writing • Showing increasing accuracy when forming letters • Demonstrating increasing accuracy and care when drawing to create indentifiable representations
	How is it covered	Fine Motor skills are taught consistently throughout the year with opportunities to practise daily through our Rainbow Challenges. • Our Orange Challenge activities aim to support children to practice through a range of activities to support the coordination of the hands and fingers with a focus on handwriting, hand eye coordination mark making, playdough and clay, colouring, crafts, finger gym. • Daily handwriting within our Read Write Inc Phonics Lessons • Our Red Challenge activity always focuses on the children's independent practice of their letter formation and writing skills.

To strengthen and develop the three prime areas we focus on the four specific areas Literacy, Mathematics, Understanding the World and Expressive Arts and Design to ignite the children's curiosity and enthusiasm.

Literacy		

Comprenhension	Knowledge & Skills	• To retell key events in familiar stories • To answer who what where when and why questions about familiar stories and non fiction texts • To identify characters in stories • To begin to learn new vocabulary linked to stories, rhymes, poems, songs and use this new vocabulary in speech eg during role play • Begin to make simple predictions about what might happen next in a story • Begin to sequence key events in stories
	How is it covered	Comprehension questions linked to stories and non fiction texts and poems are shared during daily story time. At New Hinksey we use the Literacy Shed EYFS resources and planned units of work to explicitly work on these knowledge and skills 3 x per week Literacy Shed Units of Work used are Autumn Term :  **Spring Term :**

		   Summer Term 
Word Reading	Knowledge & Skills	• Know the sounds for individual letters • Blend sounds in words to read short words (green words) containing taught Grapheme Phoneme Correspondence (GPC) • Recognise taught diagraphs and trigraphs from Set 1 and Set 2 sounds. Read short words containing them (green words) • Read common exception words (red words) to know Ditty Level red words I the of my no to • Read aloud simple phrases and sentences made up of words with known letter-sound correspondences and where necessary a few exception words.
	How is it covered	Daily phonics sessions 5 x per week. Daily reading and practice of red words

		Red Rainbow Challenge daily supports children practising red and green word reading and writing and the Pink Rainbow Challenge daily supports the children's reading practice to Answer the Question of the Day **Autumn** 20 minutes a day 25 single letter sounds are taught. Oral blending those sounds into words. Introduction of red words **I the no go to put** **Spring** Group children across Reception according to progress 30 minuts per group. Teach 'special friends' **sh ch th ng nk** and **double consonants ss ff ll zz** Introduce Ditty Sheets 1-7 **Summer** Group children across Reception according to progress 40 minutes per group and teach 6 Set 2 Sounds **ay ee igh ow oo ooo** Introduce Green story books and introduce interactive resources from Oxford Owl to support the teaching of reading and writing
Writing		
	Knowledge & Skills	• Form lower case and capital letters correctly • Spell words by identifying the sounds they can hear and then record the sound with a letter or letters • Write short sentences and phrases with words with known GPCs using a capital letter and full stop and finger spaces

		• Write short phrases and sentences that can be read by others • Begin to re read what they have written to check that it makes sense
	How is it covered	Daily writing as part of the Phonics lessons, adult led writing activities and writing opportunities during continuous provision and through Rainbow Challenges Red Challenge Handwriting as part of phonics and discrete sessions Autumn Literacy Shed & Read Write Inc Letter formation and pencil grip – focus on lower case Applying GPCs to record words Using Set 1 digraphs for spelling Orally composing a sentence Guided writing sessions with a focus on finger spaces, capital letters and full stops Spring Literacy Shed & Read Write Inc Letter formation and pencil grip – focus on lower case and capital letters Sentence punctuation – capital letters, finger spaces and full stops Focus on orally composing a sentence, holding the sentence, segmenting the words to record their own words within the sentene Summer Literacy Shed & Read Write Inc

		Introduce Green story books and introduce interactive resources from Oxford Owl to support the teaching of reading and writing Letter formation – focus on lower and upper case. Sitting letters on the line Sentence punctuation – focus on capital letters, finger spaces and full stops Focus on building and recording, holding and orally composing the sentence. Beginning to re read what they have written to check that it makes sense
Mathematics		
Number	Knowledge & Skills	• To count objects, actions and sounds • Subitise to 5 and extend to 10 • Link numerals to their cardinal value • Accurately count beyond 10 • Compare numbers within 10 using language of more than, less than, fewer than, the same as, equal to • Find one more and one less than a given number to 10 • Explore the composition of numbers to 10 • Recall number bonds to 5, including subtraction facts • Recall most number bonds to 10 • Recall doubles to double 5
	How is it covered	At New Hinksey we teach Number using the NCTEM Mastering Number resources and we teach Number Monday to Thursday. We use the Blue Challenge to engage the children in an

		independent maths activity to promote and embed their learning within the continuous provision Autumn • Identify a set can be subitised and count if necessary • Subitise different arrangements • Make different arrangements of numbers within 5 to develop their conceptual and subitising skills • Spot smaller numbers inside larger numbers • Connect quantities and numbers to finger patterns • Hear and join in with the counting sequence • Develop counting skills and knowledge • Compare sets of objects by matching • Develop the language of whole when talking about objects which have parts Summer • Continue to develop subitising skills for numbers within and beyond 5 • Begin to identify missing parts for numbers within 5 • Explore the structure of numbers 6 and 7 as 5 and a bit • focus on equal and unequal groups when comparing numbers • Understand that two equal groups can be called a double • Sort odd and even numbers according to their shape • Develop understanding of the counting sequence and link cardinality and ordinality • Order numbers and play track games

		• Join in with verbal counts beyond 20 Summer • Continue to develop counting skills counting larger sets • Explore a range of representations of numbers • Compare quantities and numbers • Continue to develop a sense of magnitude eg knowing that 8 is quite a lot more than 2 but 4 is only a little bit more than 2 • Begin to generalise about one more than and one less than numbers within 10 • Continue to identify when sets can be subitised and when counting is necessary • Develop conceptual subitising skills
Numerical Patterns	Knowledge & Skills	• 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
	How is it covered	Autumn • Connect quantities and numbers to finger patterns • Hear and join in with the counting sequence • Develop counting skills and knowledge • Compare sets of objects by matching

		Spring • focus on equal and unequal groups when comparing numbers • Understand that two equal groups can be called a double • Sort odd and even numbers according to their shape • Develop understanding of the counting sequence and link cardinality and ordinality Summer • Exploring a range of representations of numbers including the 10 frame and see how doubles can be arranged in a 10 frame • Comparing quantities and numbers including sets of objects that have different attributes • Develop conceptual subitising skills including when using a reknerek
Shape Space & Measure (White Rose) Education)	Knowledge & Skills	• Select rotate and manipulate shapes in order to develop spatial reasoning skills recognising how several shapes can be combined • Compose and decompose shapes • Discuss the properties of common 2d shapes, circle triangle square, rectangle, pentagon and semi circle • Recognise and name common 3d shapes and begin to discuss their properties – pyramid sphere cube cuboid cylinder • Continue to copy and recreate patters with different rules ABAB ABBA AABB ABBC

	How is it covered	At New Hinksey we teach Shape Space & Measure on a Friday using White Rose Education Autumn Compare size mass and capacity Identifying and naming circles and triangles Comparing squares and rectangles Looking at shapes in the environment Describing Position Repeating patterns Spring Comparing and exploring mass and capacity Exploring and comparing length height and weight Exploring 3D shape Summer Repeating patterns explored further Manipulating composing and decomposing 2d shape Visualising and building maps using direction and position
Understanding the World		
Past & Present	Knowledge & Skills	• 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 story telling

	How is it covered	At New Hinksey we use the Learning Challenge Curriculum to deliver Understanding the World in EYFS Autumn How has our family changed over the years? Spring What were toys like a long time ago? Summer What does it mean to be famous?
People Culture & Communities	Knowledge & Skills	• 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 the people have different beliefs and celebrate special times in different ways
	How is it covered	Using the Learning Challenge Curriculum planning and resources Autumn What and How do we Celebrate? Spring Who are the people that help us? Summer What is the difference between our country and others? What is a Map?

The Natural World	Knowledge & Skills	• Recognise some similarities and differences between life in this country and life in other countries • Explore the natural world around them • Use their senses to describe the natural world around them • Recognise some environments that are different to the one we life in
	How is it covered	Using the Learning Challenge Curriculum planning and resources and our welly walks to New Hinksey Park and Hogacre Autumn Is it always dark at night time? Spring How do our senses help us learn? Summer Why is our world so amazing?
Expressive Arts & Design		
Creating with Materials	Knowledge & Skills	• 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 process they have used • Make use of props and materials when role playing • Begin to refine techniques to express ideas and feelings • Create collaboratively to share ideas and skills
	How is it covered	Using the Learning Challenge Curriculum planning & resources

		Autumn How can I use drawing to capture shapes around me Spring How can I be as incredible as a famous artist Summer How can I show my feelings through art (with a focus on sculpture)
Being Imaginative & Expressive	Knowledge & Skills	• Invent adapt and recount narratives and stories with their peers and teachers • 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 the music • Listen attentively to music and move their body to express their response • Express their feelings about dance and performance art • Sing in a group or on their own increasingly matching the pitch and following the melody • Develop storylines in their play • Compose music and dance both alone and in a group
	How is it covered	During continuous provision there is always opportunity to develop storylines through play in our designated role play area, our performance area outside, small world play and construction areas both inside and outside using loose part play. 1 hour of music with our Music specialist focusing on key songs to focus on pitch, melody and movement. Using Churanga Music Sessions Listening

		Autumn listening carefully to a variety of rhymes, songs and instrumentals. Spring describing music talking about their preferences Summer moving in response to music, create art work, talking about how it makes us feel. Performance Recounting narratives through representations of the story of the week in our performance area Autumn singing a range of songs and raps, exploring poems and performing these. Exploring the beat and rhythm of music with instruments. Nativity performance to parents Spring learning to sing a selection of songs and rhymes. Summer using body voice and percussion instruments to accompany a song Composition/improvisation Autumn copying rhythmic patterns and experimenting with creating their own Spring selecting an instrument to represent a character or even from a story Summer playing an active role in deciding the type of sounds needed