



Burton Road EYFS Progression of Knowledge and Skills



Outlined below are the knowledge and skills we would like children to develop in their time across Burton Road EYFS. These have been created taking into consideration development matters, birth to 5 and what we expect of our children in the Early Years and also what is expected as they move through school. These skills will be planned for through carefully selected topics, adult focused activities, continuous provision and enhanced provision activities as well as through children's interests that will be identified throughout the year. The skills outlined below are what we as an Early Years intend for the children in our Early Years to develop in order to achieve the early learning goals at the end of the EYFS although they also go beyond the goals in order to prepare them for the National Curriculum in Key Stage 1 and 2 that is set out at Burton Road. At Burton Road EYFS we understand not all children develop at the same pace and all children are different. Therefore, all skills will be developed dependent on individual children. Some key skills will be identified as a cohort focus at a particular point in the year whereas others will be identified for individual children, or groups of children to develop in particular at a certain point in the year when appropriate for their level of development.

	<u>Nursery 3-4 year Olds</u>	<u>Reception</u>
Personal, Social and Emotional	<ul style="list-style-type: none"> - To come into nursery happily - To know the daily routine in routine - To have a go at most activities with encouragement/support - To develops positive relationships with adults within nursery - To hang belongings in the cloakroom and find their own items - To tidy away toys and clear away things that they have been using - To help an adult when asked - To be polite using please and thank you - To go to the toilet when needed - To begin to take turns with others, sometimes with support - To begin to share when playing with their friends, sometimes with support - To play a game led by an adult - To follow one step instructions - To talk about things, they like and dislike - To play with children who are playing with the same activity 	<ul style="list-style-type: none"> - To come into school happily - To have an awareness of adults within school and be confident to communicate with these adults - To be aware of aware of daily routines - To organise themselves in the environment e.g. classroom, cloakroom and lunchtimes - To have a go at activities confidently - To show a preference with activities and can say why - To tidy away items safely and independently - To be polite saying please and thank you - To manage their own basic needs independently; going to the toilet, washing hands and accessing milk and snack. - To wait their turn and put hands up to ask/answer a question - To walk around school in a line e.g. to assembly, the hall / dining room - To develop strong friendships - To play cooperatively and look after toys - To talk about how they are feeling - To begin to consider the feelings of others - To show an awareness of the needs of others - To listen to the ideas of other children and agree on a solution and compromise - To enjoy being part of wider aspects of school e.g. assembly, parties and other events

	<ul style="list-style-type: none"> - To begin to develop friendships - To focus during short whole class activities e.g. listen to a story 	<ul style="list-style-type: none"> - To play a game in a small group of peers - To know right from wrong and understand the school golden values - To focus during longer whole class lessons e.g. during phonics / maths carpet times
<p>Communication and Language</p> <p><i>Please see launchpad for literacy skills steps for further break down of small steps where appropriate for individual children/groups of children</i></p>	<p>To be able to follow directions</p> <p>To engage in story times sometimes joining in repeated phrases and actions</p> <p>To begin to understand how and why questions</p> <p>To answer questions about why things have happened</p> <p>To follow a 2-part instruction</p> <p>To learn new vocabulary</p> <p>To talk in front of a small group</p> <p>To talk to the class teacher and LSA</p> <p>To communicate basic needs to an adult</p> <p>To have mostly clear speech and can be easily understood</p>	<p>To understand questions such as who, what, where, when, why and how</p> <p>To retell a story</p> <p>To have a conversation with adults and peers with back and forth exchanges</p> <p>To understand how to listen</p> <p>To know why listening is important</p> <p>To link statements and stick to a theme</p> <p>To use well formed sentences that can be understood</p> <p>To understand humour</p> <p>To use talk to develop good friendships</p> <p>To use most speech sounds and can be understood easily</p> <p>To confidently talk to adults who are familiar to them including class teacher, LSA and other adults they see on a daily basis</p> <p>To talk about why things happen</p> <p>To learn and use new vocabulary</p>
<p>Physical Development</p> <p><i>Fine Motor Skills</i></p> <p>Gross Motor Skills – these skills are developed throughout the year both in the outdoor and during fitkids PE sessions</p> <p>Launchpad to Literacy Links –</p>	<p>To pick up small items such as raisins</p> <p>To turn pages one by one</p> <p>To build a tower of 5 / 6 bricks</p> <p>To hold a crayon and scribble freely</p> <p>To use 2 containers to pour and fill</p> <p>To manipulate dough to make balls and snakes</p> <p>To draw a person with head and face usually no body</p> <p>To complete simple jigsaws that contain 6-10 pieces</p> <p>To know how to hold scissors correctly</p> <p>To make snips in paper using scissors</p> <p>To use tweezers to pick up/move large objects e.g. pompoms, pasta, large beads</p> <p>To use large paint brushes – large movements up and down / circular</p> <p>To thread beads, large objects onto string / pipe cleaners</p> <p>To use large pegs</p>	<p>To use scissors to cut out</p> <p>To paint and draw freely</p> <p>To thread and screw nuts and bolts and washers</p> <p>To build structures with blocks, boxes and planks</p> <p>To thread small beads or complete a threading card</p> <p>To draw a person with head, legs and body and arms</p> <p>To button and unbutton</p> <p>To cut on a line continuously</p> <p>To complete jigsaws with 20 pieces or more</p> <p>To coordinate shoulder, wrist and finger movements to write moving across and down the page</p> <p>To know how to hold scissors correctly</p> <p>To cut out large shapes, small shapes and then various materials</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p> <p>To use thin paint brushes</p> <p>To write letters using the correct letter formation and control the size of the letters</p>

<p>Key Fine Motor Small Steps skills</p> <p><i>Please see launchpad for literacy skills steps for further break down of small steps where appropriate for individual children/groups of children linked to fine motor skills</i></p>	<p>To use dominant hand To eat with a fork and spoon To begin to use tripod grip when using mark making tools To mark make using different shapes</p> <p>To move safely in a space To stop safely To develop control when using equipment To follow a path To walk, run and stop To gallop (pre skipping) To confidently ride the red bikes To balance on one foot for a short time</p>	<p>To use small pegs To thread small beads To use tripod grip when holding a pencil and other mark making tools To create drawings with detail</p> <p>To move confidently – hop, skip, jump, run To change direction To stop safely To dribble a ball using hands, then a bat To develop accuracy when throwing a target To throw and catch with a partner using a big ball then small To balance safely To follow instructions and move safely when playing tagging games</p>
<p>Literacy – Comprehension</p>	<p>To independently look at a book To understand how to hold a book the correct way To understand we turn pages in a book one at a time To engage in story carpet times To join in with repeated phrases and actions in a story To begin to suggest how a story might end To enjoy an increasing range of books To have favourite stories To understand key events that have happened in a story and talk about them</p>	<p>To independently look at a range of books To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books To answer questions about what they have read To identify events that happen at the beginning, middle and end of story To talk about characters in the books the have shared To have favourite stories To retell a story To retell a story using Talk 4 Writing Imitate as a whole class, in a group or individually To suggest ideas of what might happen next in the story and what might happen at the end To follow a story without pictures or props To enjoy a range of books including non fiction, fiction, poems and rhymes To learn at least 3 poems/rhymes that they can retell To sequence a familiar story</p>
<p>Literacy Reading</p>	<p>To begin to orally blend words (Fred Talk Games) To recognise their name To recognise at least first set of set 1 sounds (m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, l) some may recognise all set 1 sounds To identify some initial sounds e.g. d for dog, m for mummy To begin to recognise rhyming words To join in nursery rhymes</p>	<p>To recognise all set 1 single letter sounds (RWI) To recognise special friends – sh, ch, th, ng, nk, qu To blend words with special friends To recognise at least the following digraphs – ay, ee, igh, ow, oo, oo, some may also recognise ar, or, air, ir, ou, oy To blend words with taught digraphs To blend any simple CVC word using set 1 letter sounds</p>

	<p>To clap syllables</p>	<p>To read some longer words linked to phonic knowledge To read books matching their phonic ability (expected to be at least green RWI by the end of F2) To read tricky words (I, no, go, to, the, he, me, we, she, be, was, saw, they, my, like, said, you)</p>
<p>Literacy – Writing</p> <p><i>Please see launchpad for literacy skills steps for further break down of small steps where appropriate for individual children/groups of children</i></p> <p><i>Please literacy progression document for each half term focus linked to writing</i></p>	<p>To orally say a sentence To begin to attempt to write some familiar letter sounds To write their own name To begin to write initial sounds of familiar words such as m for mummy To draw freely and give meanings to their pictures To begin to use writing for a purpose e.g. writing a pretend shopping list To know print has meaning</p>	<p>To orally build a simple sentence To copy write their name To give meanings to marks they make To copy taught letters To write initial sounds To begin to write CVC words using taught sounds To form lower case and some capital letters correctly To begin to write longer words that are spelt phonetically To write sentence sometimes using a capital letter, finger spaces and a full stop To spell some tricky words correctly To read their work back to check it makes sense To begin to write longer words which are spelt phonetically To begin to use capital letters at the start of a sentence A, I, T in The To use finger spaces and a full stop when writing a sentence with support To spell some taught tricky words correctly</p>
<p>Mathematics – <i>see White Rose Maths Long Term Plan for further detail and progression across each term</i></p>	<p>To count to 10 To show an interest in numbers in the environment To join in counting songs To understand actions can be counted e.g. clapping / jumping To understand daily routines To describe a familiar route To talk about and explore simple 2D shapes To count objects up to 5 To use fingers to count to 5, then 10 To subitise to 3 To use language such as more than and fewer than To use positional language To recite numbers at least to 10 To begin to understand patterns in the environment</p>	<p>To recognise numbers to 20 To subitise to 5 To know number bonds to 5 To know some number bonds to 10 To find one more than a number To understand the composition of each number to 10 To understand how to make numbers above 10 using numicon / tens frames To understand how to use a tens frame To estimate a number of objects To know double a number to 5 To match number and quantity to 10 To order numbers to 20 To understand how to count 1:1 To write numbers from 0-9</p>

	<p>To make comparisons and use language linked to length long / short To make comparisons and use language linked to height tall / short To make comparisons and use language linked to weight heavy / light To understand which group has more To understand which group has less To begin to understand the language around how many altogether To compare quantities to 5</p>	<p>To know that 2, 4, 6, 8, 10 are even numbers To know that 1, 3, 5, 7, 9 are odd numbers To find half a number up to 10 To share quantities equally To add two single digit numbers To subtract numbers To find missing numbers up to 20 To find the missing number in an addition and subtraction sentence problem To complete a repeating pattern To show an awareness of pattern To sort items by colour, size and shape and explain how they have sorted</p>
<p>Understanding the World</p> <p>Links to National Curriculum:</p> <p>History Science Geography RE</p>	<p>To understand the language of today, tomorrow and yesterday To speak about an event which has happened in the past and discuss a future event To order a sequence of 3 events To know that some objects are old and some are new To say who they are and who they live with To comment on pictures of experiences in their own life Talks about objects, events and animals observed in their environment To talk about and explore changing states, developing the vocabulary surrounding these including melting and freezing To consider and offer explanations of how things might work To shows interests in different animals and the sounds they make To know the names of different fruit and vegetables To understand light and dark To know simple parts of the body – including head, arms, legs, back, stomach To begin to show an awareness of the different seasons To know some parts of a plant (leaf, flower) and begin to know some things plants need to grow (sun, water) To understand the importance of washing hands, brushing teeth and eating healthy To sort objects into groups by size and colour To know and understand the difference between plants and animals</p>	<p>To use language associated with time – today, tomorrow, yesterday, week, month, year To understand and speak about events in the past, present and future To order a sequence of up to 5 events To discuss why some objects are old and some are new and how they know. To know about significant individuals in history e.g. Neil Armstrong, Mary Anning To know who is in their immediate and extended family To know about own life story To know how they have changed To comment on pictures of own life experiences and explain to others To talk about the lives of people around us To know England has a king To talk about and explore changing states, developing the vocabulary surrounding these including floating and sinking, melting and freezing To talk about different lifecycles of animals including butterflies, frogs and a chick To understand the need to respect and care for the natural environment and all living things To understand that animals live in different habitats To plant seeds / flowers / fruit and vegetables To harvest home grown fruit and vegetables To know parts of a plant (leaf, flower, stalk, root) To know what is needed for plants to grow (sun, water, soil) To understand ideas connected to light and dark e.g. reflection, nocturnal animals To know parts of the body including simple body parts and more complex such as wrist, elbow, knee, neck, ankle. To know we have 5 senses</p>

	<p>To know the lifecycle of a butterfly To plant seeds and take care of these with support</p> <p>To begin to understand that there are different places in the world To talk about the weather and begin to understand about links to seasons To understand different modes of transport To know about features of the immediate environment</p> <p>To know different people celebrate different things To know people celebrate their birthday To know on bonfire Night people celebrate with bonfires and fireworks To know remembrance Day is on the 11th November. We remember all the people who have died in wars. To know Christmas takes place on the 25th December and is a Christian Festival celebrating the birth of Jesus. To begin to know about the Christmas story and how it is celebrated* To know Easter is a celebration To begin to talk about Chinese New Year</p>	<p>To know how to keep healthy – exercise, healthy food, brushing teeth, sleep To know the difference between herbivores and carnivores To know that there are many countries around the world and can name some. To understand they live in England To develop an understanding of locational knowledge – beach, city, river, country To draw their own simple maps e.g. journey to school, pirate maps, map of the outdoor / classroom. To know about features of the immediate environment and how they might vary from others To know they live in Monk Bretton and this is in Barnsley</p> <p>To know different people, celebrate different things and have different traditions and begin to know what they do to celebrate To know people celebrate their birthday to remember the day they were born To know harvest is a time to say thank you for what we have. To know bonfire Night is on the 5th November and people celebrate with bonfires and fireworks. To know Remembrance Day is on the 11th November. We remember all the people who have died in wars. To understand importance of one-minute silence at 11am. To know Diwali is the Hindu festival of light. To know Christmas Advent is a time of preparation for Christmas. To know Christmas takes place on the 25th December and is a Christian Festival celebrating the birth of Jesus. To know about the Christmas story and how it is celebrated To know Easter is a celebration that happens in March/April and is celebrated by Christians To know and talk about Chinese New Year</p>
<p>Expressive Arts and Design</p> <p>Art DT Music / Drama</p>	<p>To name colours, at least primary colours To begin to use and explore using art tools such as pencils, crayons, pencils, paint and brushes To paint using ready mixed paint To begin to experiment mixing colours To create simple representations of people and objects To draw with pencils and crayons To talk about what they are drawing To use thick paintbrushes with control To be proud to share their creations</p>	<p>To paint using ready mixed paint progressing to blocks paints, watercolours To understand how to use powder paints to mix secondary colours To add white or black paint to alter tint or shade of colours To understand a thin paintbrush can be used to add detail to a painting To understand how to use colours for a particular purpose To share their creations, talk about the process and evaluate their work To draw more detailed people and objects To create a simple collage To understand what an observational drawing is and create their own</p>

	<p>To form prints with simple objects such as leaf / hand / cotton reels</p> <p>To explore different techniques for joining materials (glue sticks and Sellotape)</p> <p>To use some cooking techniques (spreading, cutting – sandwiches)</p> <p>To use different construction materials (duplo, large blocks, train and track)</p> <p>To manipulate play dough in different ways including rolling, cutting and squashing</p> <p>To understand how to hold scissors correctly</p> <p>To understand how to use scissors to make snips in the paper</p> <p>To role play using given props and costumes</p> <p>To talk about how music makes them feel</p> <p>To respond to music within the nursery such as singing / dancing to the music</p> <p>To sing a selection of songs and nursery rhymes</p> <p>To sing in a group and tries to keep in time</p> <p>To know the names of some musical instruments including drum, tambourine, maraca and triangle</p> <p>To create musical patterns using body percussion</p>	<p>To share their creations, talk about the process and evaluate their work</p> <p>To plan what they are going to make (construction, junk modelling)</p> <p>To understand and explore different techniques for joining materials (glue sticks, PVA, Sellotape, masking tape and split pins)</p> <p>To understand how to hold scissors correctly</p> <p>To understand how to use scissors to make snips in the paper, cut around large objects, to cut around more intricate objects</p> <p>To adapt their work where necessary</p> <p>To know how to work safely and hygienically</p> <p>To use some cooking techniques; spreading, cutting, mixing, grating, e.g. making sandwiches, fruit kebabs/fruit salad, bread, pizza or buns/biscuits</p> <p>To use different construction materials (lego, large blocks, mobilo)</p> <p>To manipulate play dough in different ways including rolling, cutting, squashing, pinching</p> <p>To invent their own narratives, making costumes/parts of a costume and props</p> <p>To act out well known stories; Such as: 3 Little Pigs, 3 Billy Goats Gruff, Bear Hunt</p> <p>To understand and find the pulse of the music moving in time to the music through for e.g. marching, clapping, swaying etc</p> <p>To understand emotion through music and can describe how the music sounds e.g. happy, sad, scary etc</p> <p>To know the names of some musical instruments and how to play them correctly</p> <p>To sing a selection of songs and nursery rhymes from memory</p> <p>To sing in a group and by themselves entire songs</p> <p>To learn and sing songs in the Christmas nativity</p>