

Burton Road EYFS Progression of Knowledge and Skills

Outlined below are the knowledge and skills we would like children in Burton Road EYFS to develop. 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. 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 for 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.

Links to National Curriculum: History Science Geography RE		
	<u>Nursery 3-4 year Olds</u>	<u>Reception</u>
<p>Communication and Language</p> <p><i>Please see launchpad for literacy skills steps for further break down of small steps linked to the follow:</i></p> <p><u>Auditory:</u> Auditory Attention Auditory Discrimination Auditory Memory Sequential Auditory Memory</p> <p><u>Receptive Language:</u> Memory for und</p>	<p>To be able to follow directions</p> <p>To engage in storytimes 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 bas 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>Questions and Instr Vocabulary: Nouns Verbs</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</p> <p>To speak about an event which has happened in the past and discuss a future a event</p> <p>To order a sequence of 3 events</p> <p>To know that some objects are old and some are new</p> <p>To say who they are and who they live with</p> <p>To comment on pictures of experiences in their own life</p> <p>Talks about objects, events and animals observed in their environment</p> <p>To talk about and explore changing states, developing the vocabulary surrounding these including melting and freezing</p> <p>To consider and offer explanations of how things might work</p> <p>To shows interests in different animals and the sounds they make</p> <p>To know the names of different fruit and vegetables</p> <p>To understand light and dark</p> <p>To know simple parts of the body – including head, arms, legs, back, stomach</p> <p>To begin to show an awareness of the different seasons</p> <p>To know some parts of a plant (leaf, flower) and begin to know some things plants need to grow (sun, water)</p> <p>To understand the importance of washing hands, brushing teeth and eating healthy</p> <p>To sort objects into groups by size and colour</p> <p>To know and understand the difference between plants and animals</p> <p>To know the lifecycle of a butterfly</p> <p>To plant seeds and take care of these with support</p> <p>To begin to understand that there are different places in the world</p> <p>To talk about the weather and begin to understand about links to seasons</p> <p>To understand different modes of transport</p> <p>To know about features of the immediate environment</p>	<p>To use language associated with time – today, tomorrow, yesterday, week, month, year</p> <p>To understand and speak about events in the past, present and future</p> <p>To order a sequence of up to 5 events</p> <p>To discuss why some objects are old and some are new and how they know.</p> <p>To know about significant individuals in history e.g. Neil Armstrong, Mary Anning</p> <p>To know who is in their immediate and extended family</p> <p>To know about own life story</p> <p>To know how they have changed</p> <p>To comment on pictures of own life experiences and explain to others</p> <p>To talk about the lives of people around us</p> <p>To know England has a king</p> <p>To talk about and explore changing states, developing the vocabulary surrounding these including floating and sinking, melting and freezing</p> <p>To talk about different lifecycles of animals including butterflies, frogs and a chick</p> <p>To understand the need to respect and care for the natural environment and all living things</p> <p>To understand that animals live in different habitats</p> <p>To plant seeds / flowers / fruit and vegetables</p> <p>To harvest home grown fruit and vegetables</p> <p>To know parts of a plant (leaf, flower, stalk, root)</p> <p>To know what is needed for plants to grow (sun, water, soil)</p> <p>To understand ideas connected to light and dark e.g. reflection, nocturnal animals</p> <p>To know parts of the body including simple body parts and more complex such as wrist, elbow, knee, neck, ankle.</p> <p>To know we have 5 senses</p> <p>To know how to keep healthy – exercise, healthy food, brushing teeth, sleep</p> <p>To know the difference between herbivores and carnivores</p> <p>To know that there are many countries around the world and can name some.</p> <p>To understand they live in England</p> <p>To develop an understanding of locational knowledge – beach, city, river, country</p> <p>To draw their own simple maps e.g. journey to school, pirate maps, map of the outdoor / classroom.</p> <p>To know about features of the immediate environment and how they might vary from others</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 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 To form prints with simple objects such as leaf / hand / cotton reels To explore different techniques for joining materials (glue sticks and Sellotape) To use some cooking techniques (spreading, cutting – sandwiches) To use different construction materials (duplo, large blocks, train and track) To manipulate play dough in different ways including rolling, cutting and squashing</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 share their creations, talk about the process and evaluate their work To plan what they are going to make (construction, junk modelling) To understand and explore different techniques for joining materials (glue sticks, PVA, Sellotape, masking tape and split pins) To understand how to hold scissors correctly 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 understand how to hold scissors correctly To understand how to use scissors to make snips in the paper</p> <p>To role play using given props and costumes To talk about how music makes them feel To respond to music within the nursery such as singing / dancing to the music To sing a selection of songs and nursery rhymes To sing in a group and tries to keep in time To know the names of some musical instruments including drum, tambourine, maraca and triangle To create musical patterns using body percussion</p>	<p>To adapt their work where necessary To know how to work safely and hygienically To use some cooking techniques; spreading, cutting, mixing, grating, e.g. making sandwiches, fruit kebabs/fruit salad, bread, pizza or buns/biscuits To use different construction materials (lego, large blocks, mobilo) 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 To act out well known stories; Such as: 3 Little Pigs, 3 Billy Goats Gruff, Bear Hunt To understand and find the pulse of the music moving in time to the music through for e.g. marching, clapping, swaying etc To understand emotion through music and can describe how the music sounds e.g. happy, sad, scary etc To know the names of some musical instruments and how to play them correctly To sing a selection of songs and nursery rhymes from memory To sing in a group and by themselves entire songs To learn and sing songs in the Christmas nativity</p>
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