

Brookside Primary School EYFS Skills Progression

Curriculum Intent

The aim of the New EYFS Curriculum is to give every child the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. The four guiding principles that shape our practice in early years settings are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- children develop and learn in different ways and at different rates.

In our school we deliver the EYFS curriculum through a mixture of child initiated and led activities and direct adult teaching time and guided activities. There is continuous provision set up both indoors and outdoors that is planned to challenge the children, scaffold and move the children on in their learning enabling them to become confident, independent learners who are ready for year 1. We plan a varied and rich curriculum that works towards the early learning goals. There are seven areas to the EYFS curriculum

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development.
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design.

Every child is assigned a Key worker who is responsible for updating their learning journey, planning next steps and making informed judgement about progress, next steps and developing the child's learning through targeted play.

Curriculum Implementation

At Brookside Primary school, we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained and experienced staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics through the Red Rose Letters and Sounds programme. The children and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have developed our provision to enable all children to succeed and thrive in a language rich environment. Both indoors and outdoors children have the opportunity to make decisions on their learning and provision is enhanced to support this. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen

carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

At Brookside we understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents are regularly invited in to school to join in stay and play sessions and share their child's learning journey.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals (ELGs). These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessments. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

Curriculum Impact

Our curriculum and its delivery ensure that children, from their own starting points make at least good progress. During their time with us children make progress towards the national expectation for a Good Level of Development (GLD) at the end of the year. Pupils also make at least good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One.

Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing. We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.

Communication and Language

	Aut1	Aut2	Spr 1	Spr 2	Sum 1	Sum 2	ELG
Listening and attention	<p>To understand how to listen carefully.</p> <p>To understand why listening is important</p> <p>To be able to follow directions</p>	<p>To engage in story time joining in with repeated refrains and actions</p> <p>To respond to instructions with more than one step</p> <p>To understand how and why questions</p>	<p>To ask questions to gain more information</p> <p>To understand a range of complex sentence structures</p>	<p>To retell stories</p> <p>To follow a story without pictures or props</p>	<p>To understand questions such as who, what, why, where, when and how.</p>	<p>To have conversations with adults and peers with back and forth exchanges</p>	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking	<p>To talk in front of a small group</p> <p>To talk to the teacher and TAs</p> <p>To learn new vocabulary</p>	<p>To answer questions in front of the whole class</p> <p>To use new vocabulary</p>	<p>To have a developing confidence when speaking to adults.</p> <p>To use conjunctions in sentences</p>	<p>To share ideas with the whole class (standing at the front of class)</p>	<p>To link statements</p> <p>Use talk to clarify thinking, ideas feeling and events</p>	<p>To talk to different adults around school</p> <p>To talk in full sentences using a range of tenses.</p> <p>To talk about why something</p>	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes

						has happened.	<p>and poems when appropriate.</p> <ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
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Personal Social and Emotional Development

	Aut1	Aut2	Spr 1	Spr 2	Sum 1	Sum 2	ELG
Self- Regulation	<p>To recognise different emotions</p> <p>To understand how people show emotions</p> <p>To focus during short whole class activities</p> <p>To follow one step instruction</p>	<p>To talk about who they are feeling</p> <p>To begin to consider the needs and feelings of others</p> <p>To adapt behaviour for different situations</p>	<p>To focus for longer periods during whole class sessions</p> <p>To follow two step instructions</p>	<p>To identify their own feelings</p> <p>To consider the feelings of others</p>	<p>To control their emotions using a range of techniques</p> <p>To set targets</p>	<p>To maintain attention for extended periods of time during whole class sessions</p> <p>To follow instruction of more than two steps</p>	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self	<p>To wash hands independently</p> <p>To put coat on independently</p> <p>To get changes for PE with support</p> <p>To explore</p>	<p>To develop an understanding for the class rules</p> <p>To put PE kit on independently</p> <p>To practice doing up a zip</p>	<p>To begin to show resilience and perseverance.</p> <p>To practice doing up buttons</p> <p>To identify healthy foods</p>	<p>To develop independence when getting changed for PE</p>	<p>To manage own basic needs independently</p>	<p>To understand the importance of healthy food choices</p> <p>To show resilience and perseverance in the face of challenge.</p>	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal

	different areas of the provision To use the toilet independently	To try new activities				To adopt a 'can do' attitude.	needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships	To seek support from adults when needed To gain confidence to speak to peers and adults	To build up positive relationships staff in class To develop friendships To play with others on the same activity	To begin to work as a group with adult support To begin to take turns with adult support	To listen to the ideas of others and compromise. To develop relationships with other adults around school	To work as a group To build strong friendships	To take turns To communicate confidently with adults and peers	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.

Physical Development

	Aut1	Aut2	Spr 1	Spr 2	Sum 1	Sum 2	ELG
Gross Motor	To move safely in a space To stop safely To follow a path To develop control when using equipment	To run and stop To develop balance on the floor to change direction when moving To jump To hop To explore different ways of travelling	To roll a ball to develop accuracy when aiming at a target To dribble using hands/feet to throw and catch a large ball	To create a short sequence with balancing and travelling To balance using equipment To jump and land safely To develop rocking and rolling To explore travelling under and over equipment	To move safely with confidence and imagination To move with increasing control To remember and repeat actions	To develop accuracy when throwing To follow instruction when playing games Play against an opponent To create sequence linking actions and apparatus	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor	To use a dominant hand To mark make using different	To begin to use an anticlockwise movement and vertical movement to	To consistently use the tripod grip when mark making/writing	To write letters using correct formation which are becoming controlled	To cut out smaller shapes To paint using thinner brushes	To create drawing with detail To independently	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools,

	<p>shapes and lines</p> <p>To begin to use the tripod grip</p> <p>To use tweezers</p> <p>To thread beads</p> <p>To begin to copy letters</p> <p>To hold scissors correctly and cut straight lines</p> <p>To begin to use knives and fork to cut food</p>	<p>trace lines</p> <p>To hold scissors and cut straight and zigzag lines</p> <p>To use a tripod grip when mark making</p> <p>Begin to use the correct letter formation for the letters taught</p> <p>To accurately draw lines and shapes</p>	<p>To use the correct letter formation</p> <p>To cut curved lines</p> <p>To thread smaller objects</p>	<p>To cut out shapes</p>	<p>To correctly form letters that are controlled and sit on the lines</p>	<p>use a knife and fork</p>	<p>including scissors, paintbrushes and cutlery.</p> <ul style="list-style-type: none"> • Begin to show accuracy and care when drawing.
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Literacy

	Aut1	Aut2	Spr 1	Spr 2	Sum 1	Sum 2	ELG
Comprehension	<p>To use pictures to tell a story.</p> <p>To sequence familiar stories</p> <p>To independently look at books holding them the correct way around and turning the pages</p>	<p>To engage and join in with story time.</p> <p>To begin to answer questions about a book.</p> <p>To enjoy listening to a range of books and rhymes</p>	<p>To act out stories.</p> <p>To begin to predict what might happen next in a book</p> <p>To suggest how a story might end</p>	<p>To retell a story.</p> <p>To follow a story without pictures.</p> <p>To talk about the characters in a book.</p>	<p>To begin to answer questions about what they have read.</p> <p>To use the vocabulary that it influenced by their experiences of books.</p>	<p>To answer questions about what they have read.</p> <p>To know that information can be retrieved from books.</p>	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Word Reading	<p>Recognise their own name</p> <p>Recognise and read phonemes s, a, t, p, i, n,</p>	<p>Blend phonemes orally within CVC words.</p> <p>Recognise and correctly</p>	<p>Blend phonemes orally within CVC words.</p> <p>Recognise and correctly</p>	<p>Blend phonemes orally within CVC words.</p> <p>Recognise and correctly</p>	<p>Blend phonemes orally within CVC words.</p> <p>Recognise and correctly</p>	<p>Read texts linked to the phonics phase 4</p> <p>Read ccvc and ccvcc words.</p>	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by

	<p>m, d, g, o, c, k Recognise and correctly enunciate GPCs introduced. Read simple vc and cvc words using those phonemes. Recognise and read tricky word the. Read High Frequency Words as is his has linked to s Begin to recognise upper case letters alongside lower case GPCs introduced to support decoding. • Distinguish between a word, a letter and a space. Recognising Environment print.</p>	<p>enunciate GPCs introduced. Read words consistent with their phonic knowledge by accurately sound blending. Recognise and read phonemes ck, e, u, r, h, b, f, ff, l, ll, ss Recognise and read tricky word l, to, no, go, into. Blend phonemes orally within CVC words.</p>	<p>enunciate GPCs introduced. Read words consistent with their phonic knowledge by accurately sound blending. Read simple sentences containing phase 2 and some phase 3 graphemes j, v, w, x, z, zz, qu, ch, sh, th/th, ng, Recognise upper case letters of the alphabet alongside lower case to support decoding. Recognise and read phase 2 and 3 tricky words he, she, we, me, be, was, my, you, they. Move towards fluent reading</p>	<p>enunciate GPCs introduced. Read words consistent with their phonic knowledge by accurately sound blending. Read simple sentences containing phase 3 graphemes containing the digraphs ai, ee, igh, oa, oo/oo, ar, or. Read words with 2 syllable words. Recognise and read phase 3 tricky words her, all, are, Read Phase 4 tricky words like, said, when, have, one. Use phonic knowledge to attempt unknown words independently spotting digraphs in words. Re – enforce fluent reading Recognise upper case letters of the alphabet alongside lower case to support decoding.</p>	<p>enunciate GPCs introduced. Read words consistent with their phonic knowledge by accurately sound blending. Read simple sentences containing phase 3 graphemes containing the digraphs above ur, ow, oi, ear, air, ure, er. Read Phase 4 tricky words come, do, so, were, some, there, little, what, out. Use phonic knowledge to attempt unknown words independently spotting digraphs in words. Read cvcc and ccv words. Recognise upper case letters of the alphabet alongside lower case to support decoding. Begin to use expression when reading</p>	<p>Read cccvc and cccvcc words. Read polysyllabic words and words with adjacent constants. Fluency in reading Use phonic knowledge to attempt unknown words independently spotting digraphs in words. Read sentences fluently Begin to use expression when reading. Recognise upper case letters of the alphabet alongside lower case to support decoding.</p>	<ul style="list-style-type: none"> • sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing	<p>To copy their name To give meaning</p>	<p>To write their name To use the</p>	<p>To begin to write sentences using finger spaces.</p>	<p>To begin to write sentence starts with a capital letter and ends</p>	<p>To begin to write longer words which are phonetically spelt</p>	<p>To begin to write words of more than one syllable</p>	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying

	<p>to marks they make</p> <p>To copy letters taught</p> <p>To write initial phoneme for words.</p> <p>To begin to write cvc words</p>	<p>correct letter formation of the letters taught.</p> <p>To write words using the letters taught.</p> <p>To write captions using the letters taught</p>	<p>To understand that a sentence starts with a capital letter and ends with a full stop.</p> <p>To spell some tricky words correctly</p> <p>To use phonics fingers for segmenting and write down the taught phonemes their hear.</p>	<p>with a full stop.</p> <p>To spell some tricky words correctly</p> <p>To use phonics fingers for segmenting and write down the taught phonemes their hear.</p> <p>To start to use the think it, say it, write it, read it model when writing.</p>	<p>To use capital letter, finger spaces and full stops more consistently</p> <p>To re their work with an adult to check it makes sense.</p> <p>To to use the think it, say it, write it, read it model when writing.</p>	<p>To independently use capital letters, full stops and finger spaces.</p> <p>To to use the think it, say it, write it, read it model when writing.</p>	<p>sounds in them and representing the sounds with a letter or letters.</p> <ul style="list-style-type: none"> • Write simple phrases and sentences that can be read by others.
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Mathematics

	Aut1	Aut2	Spr 1	Spr 2	Sum 1	Sum 2	ELG
Numbers	<p>To be able to match, sort and compare.</p> <p>To know numbers to 5</p>	<p>To know numbers to 10</p> <p>To say number names to 10 in order.</p>	<p>To use 1 more and 1 less than.</p> <p>To add two groups together.</p>	<p>To start to subitise numbers to 5.</p> <p>To use 1 more and 1 less than.</p> <p>To know take means to take a smaller group away from a larger group</p>	<p>To be able to count, order and recognise numbers to 20.</p> <p>To count forwards and backwards to 10.</p> <p>To add and subtract.</p>	<p>To know a double is add the same number together.</p> <p>To know double facts.</p> <p>To know bonds 5.</p>	<ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical Patterns	<p>To talk about measure and pattern.</p> <p>To say which group has more.</p> <p>To rote count to 5</p>	<p>To rote count to 10.</p> <p>To compare equal and unequal groups</p> <p>To 1:1 count above 5.</p>	<p>To rote count above 10</p> <p>To 1:1 count to 10</p> <p>To begin to order numbers t o10</p>	<p>To start to count beyond 10.</p> <p>To begin to find the halve of even numbers</p> <p>To recognise the odd even pattern</p>	<p>To know that the word 'more' indicates that the group is getting larger.</p> <p>To know that the word 'less' indicates that a</p>	<p>To explore grouping and sharing.</p> <p>To be able to order number above 10.</p>	<ul style="list-style-type: none"> • 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

	To 1:1 count to 5			in the number system. To be able to order number to 10.	group is getting smaller. To find the missing number in a number line.	To double numbers To find half of even numbers	the other quantity. <ul style="list-style-type: none"> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
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Understanding the World

	Aut1	Aut2	Spr 1	Spr 2	Sum 1	Sum 2	ELG
Past and Present	To know about my own family life. To know how I have grown and changed.	To know about figures from the past. (Guy Fawkes Soldiers)	To talk about the lives of people in our community To know that the emergency services exist and what they do.	To talk about the lives of people in our community	To know about past events linking to London and castles	To know about past events linked to the dinosaurs.	<ul style="list-style-type: none"> 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 storytelling.
People Culture and Communities	To know who is in their family To know where they live To talk about what their town is like	To talk about different celebration of different religions Holi, Diwali, Eid, Christmas Bonfire night Remembrance. To know that different people believe different things and respect this	To talk about Chinese New Year To know that people in different countries speak a different language To know about the people in our community to help us	To know that Christians celebrate Easter	To compare London to Clitheroe To know what a map is. To know symbols are used on maps To make our own maps	To describe different landscape animals live in.	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between

							life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
The Natural World	To ask questions about the natural environment. To show respect and care for the natural world	To know and recognise the signs of Autumn	To know and recognise the signs of winter To know about changes in the natural world linked to freezing	To know and recognise the signs of spring To plant seeds and observe growth	To know and recognise the signs of summer	To learn life cycle of different animals	<ul style="list-style-type: none"> 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, 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 and changing states of matter.

Expressive Arts and Design

	Aut1	Aut2	Spr 1	Spr 2	Sum 1	Sum 2	ELG
Creating With Materials	To give meaning to the marks that are made when representing their own ideas. To use role play to act out familiar activities (home life) To name colours	Uses simple tools(scissors) and techniques competently and appropriately. To create representations of celebrations To use colours for a particular purpose	To use resources to create own props. Constructs with a purpose in mind, using a variety of resources.	To use a range of resources to create own props to aid role play. To plan, carry out and evaluate and change where necessary. Manipulates materials to achieve a planned effect. To explore a range of ways to join materials	To use what they have learnt about media and materials in an original way and be able to explain their choices. Selects appropriate resources and adapts work where necessary. To draw a range of plants	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

				together	To use different ways to join effectively.		
Being Imaginative and Expressive	<p>To remember the words to a range of songs.</p> <p>To explore the different sounds of a range of instruments.</p>	<p>To sing a range of songs for the nativity</p> <p>To join in with whole school singing assemblies</p> <p>To begin to build up a repertoire of songs</p> <p>To use costumes to act out their own stories</p>	To effectively use instruments to tap a simple beat.	To effectively use instruments to tap a simple beat.	<p>To move along to the beat of a familiar song.</p> <p>To learn a dance routine</p> <p>To act out well known stories</p> <p>To creative narratives based around stories</p>	<p>To move along to the beat of a familiar song.</p> <p>To perform in the end of year assembly.</p>	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • 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 music.