

Hemingbrough Primary School – EYFS Progression Map.

Intent - At Hemingbrough Community Primary School, the curriculum is designed to recognise children’s prior learning from previous settings and their experiences at home, provide first hand learning experiences, whilst allowing the children to build resilience, ambition and integrity. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that our first experiences of school should be happy and positive, enabling us to develop a lifelong love of learning. Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year. Throughout their time in EYFS, the children develop a sense of belonging to our school community, ready to transition to year 1 the following academic year. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners.

Implementation- At Hemingbrough CP School we follow the Early Years Foundation Stage Framework. The curriculum provides a play based and experiential learning environment, combined with focussed teaching and basic skills, to ensure children make rapid progress before moving into Year 1. The children in Reception are provided with ample opportunities accessible in our outdoor and indoor provision. They engage in planned, focussed activities as well as self- initiated activities and free flow activities. The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS. These areas are split into three prime areas and four specific areas. The three prime areas are those which the children should develop first and are considered most essential for the healthy development and future learning of our children.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals.
Literacy	Reception Skills	Listening to and identifying sounds in the environments. (Au1)	Listening to and hearing sounds in CVC words. (Au2)	To think of and write a short, simple sentence. (Sp1)	To think of and write a short, simple sentence. (Sp2)	To think of and write a short, simple sentence. (Su1)	To think of and write a short, simple sentence. (Su2)	Comprehension *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.
		Listening to and hearing initial sounds in familiar words. (Au1)	To identify sounds on a sound mat and to use this when writing. (Au2)	Listening to and hearing sounds in CVC and CVCC words. (Sp1)	Listening to and hearing sounds in CVC and CVCC words. (Sp2)	Listening to and hearing sounds in CVC and CVCC words. (Su1)	Listening to and hearing sounds in CVC and CVCC words. (Su2)	
		To identify sounds on a sound mat. (Au1)	Listens to familiar stories and able to recall facts. (Au2)	Identifying sounds on a sound mat. (Sp1)	Identifying sounds, including phonemes and other digraphs on a sound mat. (Sp2)	Identifying sounds, including phonemes and other digraphs on a sound mat. (Su1)	Identifying sounds, including phonemes and other digraphs on a sound mat. (Su2)	
		Listens to familiar stories and able to		Listens to stories and is beginning to anticipate what may happen next. (Sp1)				

		recall some facts. (Au1)			Listens to stories and is beginning to anticipate what may happen next. (Sp2)	Checking written work and making any changes where necessary. (Su1) Listens to stories and is beginning to anticipate what may happen next. (Su1)	a sound mat. (Su2) Checking written work and making any changes where necessary. (Su2)	*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
Reception Knowledge	Knowing that words can be written. (Au1) Knowing the sounds that the taught letters make. (Au1) Knowing what the taught letters looks like. (Au1) Knowing how to write the taught letters. (Au1) Knows how to sequence familiar stories. (Au1)	Knowing that words can be written. (Au2) Knowing the sounds that the taught letters make. (Au2) Knowing what the taught letters looks like. (Au2) Knowing how to write the taught letters. (Au2) Recognising taught HFW in text. (Au2) Knows how to sequence familiar stories. (Au2)	Knowing that words can be written. (Sp1) Knowing the sounds that the taught letters make. (Sp1) Knowing what the taught letters looks like. (Sp1) Knowing how to write the taught letters. (Sp1) Recognising taught HFW in text. (Sp1) Knows how to spell some familiar words. (Sp1)	Knowing the sounds that the taught phonemes make. (Sp2) Knowing what the taught phonemes look like. (Sp2) Knowing how to write the taught letters. Recognising taught HFW in text. (Sp2) To know that a sentence starts with a capital letter and ends with a full stop. (Sp2) Knows how to spell some	Knowing the sounds that the taught phonemes make. (Su1) Knowing what the taught phonemes look like. (Su1) Knowing how to write the taught letters. (Su1) Recognising taught HFW in text. (Su1) To know that a sentence starts with a capital letter and ends with a full stop. (Su1) Knowing that sentences can be extended by using a connective . (Su1)	Knowing the sounds that the taught phonemes make. (Su2) Knowing what the taught phonemes look like. (Su2) Knowing how to write the taught letters. (Su2) Recognising taught HFW in text. (Su2) To know that a sentence starts with a capital letter and ends with a full stop. (Su2)	* <u>Word Reading.</u> *Say a sound for each letter in the alphabet and at least 10 digraphs. *Read words consistent with their phonic knowledge by sound-blending. *Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <u>Writing.</u> Write recognisable letters, most of which are	

					familiar words. (Sp2)	Uses learnt words and phrases to discuss familiar stories or during role play. (Su1) Knows how to spell some familiar words. (Su1)	Knowing that sentences can be extended by using a connective. (Su2) Uses learnt words and phrases to discuss familiar stories or during role play. (Su2)	correctly formed. *Spell words by identifying sounds in them and representing the sounds with a letter or letters. *Write simple phrases and sentences that can be read by others.
	Areas of learning covered.	1:1 counting. Recognising and ordering numbers to 10. Formation of written numbers. Subitising. Counting groups of objects. 2D Shapes. Pattern.		Weight and Capacity. Length. Money. Number bonds to 5. Counting to 20. Addition and subtraction. 3D Shapes.		Addition and subtraction. Time. Units of measurement. More/less. Recognising and ordering numbers to 20.		
Maths	Reception Skills	To count up to 10 objects with 1:1 correspondence. (Au1) To match quantities to numeral. (Au1) To begin to recognise numbers automatically on a dice/card to 5. (Au1)	To find the total of 2 groups of objects. To order numbers to 10. (Au2) To identify 2D shapes and talk about their properties. (Au2) To begin to recognise numbers automatically on a dice/card to 5. (Au2)	To use non-standard units to measure length, weight and capacity. (Sp1) To use money during role play activities to buy items. (Sp1) To begin to explore number bonds to 5. (Sp1) To be able to count to 20	To use objects to solve addition and subtraction problems. (Sp2) To share objects between a group of people equally. (Sp2) To explore number bonds to 5. (Sp2)	To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line. (Su1) To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity. (Su1) To read the time to O'Clock on a	To know addition and subtraction problems can be solved by counting forwards or backwards on a number line. (Su2) To use rulers to measure length, scales to measure weight and jugs/containers to	Number *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

			To be able to count to 10 independently. (Au2)	independently. (Sp1)		digital and analogue clock. (Su1)	measure capacity. (Su2) To make observations of and compare length, weight and capacity. (Su2)	other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <u>Numerical Patterns.</u>
Reception Knowledge	<p>To say the number names to 10 in order. (Au1)</p> <p>To recognise number to 10. (Au1)</p> <p>To write numbers to 10, forming them correctly. (Au1)</p>	<p>To know that addition involves combining two or more groups of objects. (Au2)</p> <p>To begin to read addition number sentences. (Au2)</p> <p>To say number names to 10 in order. (Au2)</p> <p>To know the names of 2D shapes. (Au2)</p> <p>To know that 2D shapes can have sides and corners. (Au2)</p> <p>To say the days of the week in order.</p> <p>To begin to say the months of the year in order. (Au2)</p>	<p>To know that addition involves combining two or more groups of objects. (Au2)</p> <p>To begin to read addition number sentences. (Au2)</p> <p>To say number names to 10 in order. (Au2)</p> <p>To know the names of 2D shapes. (Au2)</p> <p>To know that 2D shapes can have sides and corners. (Au2)</p> <p>To say the days of the week in order.</p> <p>To begin to say the months of the year in order. (Au2)</p>	<p>To know the names of basic 2D shapes. (Sp1)</p> <p>To know the names of basic 3D shapes. (Sp1)</p> <p>To know that 2D shapes can have corners and side. (Sp1)</p> <p>To know that length, capacity and weight can all be measured. (Sp1)</p> <p>To know that money can be used to buy items. (Sp1)</p> <p>To understand and use a range of prepositions in everyday contexts. (Sp1)</p> <p>To know the difference</p>	<p>To know that addition involves combining two or more groups of objects. (Sp2)</p> <p>To read addition number sentences. (Sp2)</p> <p>To know that subtraction involves removing an object from a group. (Sp2)</p> <p>To know the names of some 3D shapes. (Sp2)</p> <p>To know that 3D shapes have faces, vertices and edges. (Sp2)</p>	<p>To know that the word 'more' indicates that the group is getting larger. (Su1)</p> <p>To know that the word 'less' indicates that a group is getting smaller. (Su1)</p> <p>To be able to count, order and recognise numbers to 20. (Su1)</p> <p>To count forwards and backwards to 20. (Su1)</p> <p>To know that length, weight and capacity can be measured using standard units. (Su1)</p> <p>To know that halving means</p>	<p>To know the names of some 3D shapes. (Su2)</p> <p>To know that 3D shapes can have faces, vertices and edges. (Su2)</p> <p>To know that addition involves combining groups of objects. (Su2)</p> <p>To read number addition sentences. (Su2)</p> <p>To be able to count, order and recognise</p>	<p>*Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

			To know that patterns are repeated designs. (Au2)	between odd and even. (Sp1)	To be able to count, order and recognise numbers to 20. (Sp2) To use a number line to help solve simple addition and subtraction number problems . (Sp2)	splitting a quantity in two and doubling means having two quantities of the same amounts. (Su1) To know that sharing equally means everyone has the same amount of an object. (Su1) To know that the long hand represents the minutes and the short hand represents hours. (Su1)	numbers to 20. (Su2)	
Physical Development	Reception Skills	To use a dominant hand. (Au1) To begin to form recognisable letters which are formed mostly correctly. (Au1) To use climbing equipment safely and competently. (Au1) To begin to negotiate	To begin to use anticlockwise movement and retrace vertical lines. (Au2) To use climbing equipment safely and competently. (Au2) To negotiate space effectively. (Au2)	To show good practice with regard to exercise, eating, sleeping and hygiene. (Sp1) To be able to balance and coordinate safely. (Sp1) To negotiate space effectively. (Sp1)	To handle tools, objects, construction and malleable materials safely and with increasing control. (Sp2)	To use a pencil effectively to form recognisable letters, most of which are formed correctly. (Su1)	To show good control and co-ordination in large and small movements. (Su2)	<u>Gross Motor Skills.</u> *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,

	Reception Knowledge	<p>space effectively. (Au1)</p> <p>To know which hand to write with. (Au1)</p> <p>To know how to use the trim trail safely. (Au1)</p> <p>To know how to use scissors effectively. (Au1)</p>	<p>To know how to make anticlockwise movement and retrace vertical lines. (Au2)</p> <p>To know how to use the trim trail safely. (Au2)</p> <p>To know how to use scissors effectively. (Au2)</p>	<p>To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health. (Sp1)</p> <p>To know how to use scissors effectively. (Sp1)</p>	<p>To know why it is important to handle different apparatus safely. (Sp2)</p> <p>To know how to use scissors effectively. (Sp2)</p>	<p>To know how to form letters correctly. (Su1)</p> <p>To know how to use scissors effectively. (Su1)</p>	<p>To know how to handle a range of equipment and tools effectively. (Su2)</p> <p>To know how to use scissors effectively. (Su2)</p>	<p>hopping, skipping and climbing.</p> <p><u>Fine Motor Skills.</u></p> <p>*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>*Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>*Begin to show accuracy and care when drawing.</p>
Communication and Language.	Reception Skills	<p>To talk about themselves and others. (Au1)</p> <p>To sing songs. (Au1)</p> <p>To speak about a range of texts. (Au1)</p>	<p>To compare different festivals. (Au2)</p> <p>To make comments about their observations. (Au2)</p>	<p>To describe features of traditional stories. (Sp1)</p> <p>To talk about the role of healthy food and exercise in staying healthy. (Sp1)</p>	<p>To describe familiar texts with detail and using full sentences. (Sp2)</p> <p>To begin to ask questions about familiar aspects of their environment and their learning.</p>	<p>To label and sort living things. (Su1)</p> <p>To begin to research using a search engine. (Su1)</p> <p>To describe habitats. (Su1)</p>	<p>To be able to order a range of life cycles. (Su2)</p> <p>To be able to give facts about a specified subject. (Su2)</p>	<p><u>Listening and Understanding.</u></p> <p><u>g.</u></p> <p>*Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions</p>

	Reception Knowledge	To know about others. (Au1)	To know about different festivals. (Au2)	To know different traditional stories. (Sp1)	(Sp2) To know different features of texts. (Sp2)	To name and sort a range of living things. (Su1)	To know different life cycles. (Su2)	and small group interaction. *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. *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 and poems when appropriate.
		To know familiar songs. (Au1)	To be able to talk about how different people help us. (Au2)	To know a range of healthy food and exercise. (Sp1)	To talk confidently about why things happen using new vocabulary learnt. (Sp2)	To be able to talk about different habitats. (Su1)	To know a range of facts. (Su2)	
		To describe different story and non-fiction texts. (Au1)	To begin to talk about why things happen using new vocabulary learnt. (Au2)	Express their ideas and feelings about their experiences. (Sp1)	To engage in meaningful conversations with others. (Sp2)	To engage in meaningful conversations with others. (Su1)	To engage in meaningful conversations with others. (Su2)	

									*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.
Personal, Social and Emotional Development.	Reception Skills	To describe a friend. (Au1) To know and demonstrate friendly behaviour. (Au1) To understand how to be a good friend. (Au1) To learn to join in with whole group activities. (Au1) To choose an activity independently. (Au1)	To learn about a range of different festivals. (Au2) To learn about important dates in their lives. (Au2)	To learn right from wrong. (Sp1) To understand how to make the right choices and the consequences of not making the right ones. (Sp1)	To understand that people need help. (Sp2) To identify ways of being helpful to others and how this will make them feel. (Sp2)	To describe a range of different habitats around the world. (Su1)	To learn about the different family structures. (Su2)	Self-Regulation. 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.	
	Reception Knowledge	To describe and show friendly behaviour. (Au1) To begin taking turns	To be able to talk about different festivals. (Au2) To understand why different people celebrate	To be able to talk about why a character has made a poor choice and what the	To talk about the effect my behaviour has on others. (Sp2)	To talk about the world that we live in and how there are similarities and differences when looking at different aspects. (Su1)	To be able to talk about the relationships they have at home with their family	*Give focused attention to what the teacher says,	

		<p>with their friends. (Au1)</p>	<p>different things. (Au2)</p>	<p>consequences are. (Sp1) To be able to talk about how the character could have made a better choice. (Sp1)</p>			<p>and friends. (Su2)</p>	<p>responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><u>Managing Self.</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>*Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>
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								<p><u>Building Relationships.</u> Work and play cooperatively and take turns with others.</p> <p>*Form positive attachments to adults and friendships with peers.</p> <p>*Show sensitivity to their own and to others' needs.</p>
Understanding of the World.	Religious Education.	Year R/1/2 A	1.7 What does it mean to belong to a faith community?	1.6 How and why do we celebrate special and sacred times? F4	1.1 Who is a Christian and what do they believe? F1	1.1 Who is Christian and what do they believe? F1	1.5 What makes some places sacred? F3	1.5 What makes some places sacred? F3
		Year R/1/2 B	1.8 How should we care for others and the world and why does it matter? F5	1.6 How and why do we celebrate special and sacred times? (Different festival focus)	1.2 Who is a Muslim and what do they believe?	1.2 Who is a Muslim and what do they believe?	1.4 How can we learn from Sacred books?	1.4 How can we learn from Sacred books?
	Reception skills:	To talk about how they have changed since they were a baby. (Au1)	To talk about how Hindus celebrate Diwali. (Au2) To be able to talk about the different jobs that adults do	To identify and group a range of fruits and vegetables. (Sp1/2) To talk about a special event in their life. (Sp1/2)	To identify and sort healthy/unhealthy foods. (Sp1/2)	Making treasure maps to direct friends to a 'goal'. Exploring maps of the world. (Su1/2) Talking about the life cycle of plants		

		<p>To talk about the changes they observe in their environment – Seasons link. (Au1)</p>	<p>and how they can help us (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). (Au2)</p>			<p>and animals and what they need to survive. (Su1/2)</p> <p>Exploring a range of habitats, looking at why the animal lives like that. (Su1/2)</p>		
	<p>Reception Knowledge</p>	<p>To know the names of different body parts. (Au1)</p> <p>To know that there are many countries around the world. (Au1)</p> <p>To know that people in other countries may speak different languages. (Au1)</p>	<p>To know that people around the world have different religions. (Au2)</p> <p>To know that Mendi and Rangoli patterns are created to celebrate Diwali. (Au2)</p> <p>To know that some animals are nocturnal. (Au2)</p> <p>To know that adults do a variety of jobs. (Au2)</p> <p>To know that the emergency services exist and what they do. (Au2)</p>	<p>To know that some foods are unhealthy. Sorting healthy and unhealthy foods. (Sp1/2)</p> <p>To know the names of common fruits and vegetables. (Sp1/2)</p> <p>To know that humans and other animals can grow. (Sp1/2)</p> <p>To understand and use positional language. (Sp1/2)</p> <p>To know that Christians celebrate Easter. (Sp1/2)</p>		<p>To select appropriate materials according to their properties. (Su1/2)</p> <p>To name and identify a range of different materials and to know how they are used in familiar environments. (Su1/2)</p>		<p><u>Past and Present.</u> 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</p>

storytelling.

**People,
Culture and
Communitie**

S. 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. 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.

Expressive Arts and Design.	Reception Skills	<p>To remember the words to a range of songs. (Au1)</p> <p>To give meaning to the marks that are made. (Au1)</p>	<p>To design a Rangoli pattern. (Au2)</p> <p>To use role play to show how 'People who Help Us'. (Au2)</p> <p>Uses simple tools and techniques competently and appropriately. (Au2)</p>	<p>To explore and recreate Aboriginal Art. To draw a range of plants and fruits. (Sp1)</p> <p>To use resources to create own props. (Sp1)</p> <p>Constructs with a purpose in mind, using a variety of resources. (Sp1)</p>	<p>To use a range of resources to create own props to aid role play. (Sp2)</p> <p>To plan, carry out and evaluate and change where necessary. (Sp2)</p> <p>Manipulates materials to achieve a planned effect. (Sp2)</p>	<p>To use what they have learnt about media and materials in an original way and be able to explain their choices. (Su1)</p> <p>Selects appropriate resources and adapts work where necessary. (Su1)</p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Su2)</p>	<p><u>Creating with Materials.</u></p> <p>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>*Share their creations, explaining the process they have used.</p>
	Reception Knowledge	<p>To learn a range of songs from around the world. (Au1)</p> <p>To know that people from different countries may have different traditions. (Au1)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs. (Au1)</p>	<p>To learn the names of different tools and techniques that can be used to create Art. (Au2)</p> <p>To experiment with creating different things and to be able to talk about their uses. (Au2)</p>	<p>To understand that pictures can be created by making observations or by using imagination. (Sp1)</p> <p>To use paints, pastels and other resources to create observational drawings. (Sp1)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs. (Sp1)</p>	<p>To use a range of props to support and enhance role play. (Sp2)</p> <p>To identify and select resources and tools to achieve a particular outcome. (Sp2)</p>	<p>To know the different uses and purposes of a range of media and materials. (Su1)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs. (Su1)</p>	<p>To describe ways of safely using and exploring a variety of materials. (Su2)</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using. (Su2)</p>	<p>*Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>Being Imaginative and Expressive</u></p> <p>*Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>*Sing a range of well-known nursery rhymes and songs; Perform songs,</p>

								rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
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Impact: We strive to ensure that our children’s progress across the EYFS curriculum is good from their varied starting points. We also strive for children to reach the Early Learning Goals at the end of Reception and to be at least in line with National Expectations.

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age related expectations throughout the academic year, and put supportive interventions in place if and when needed. Class teachers use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Summative assessment compares children attainment to age related expectations using year bands in Development Matters.