



Banks Lane Infant & Nursery Reception Curriculum Progression



Intention

At Banks Lane Infant and Nursery School, we believe that the early foundations of education are imperative to all that follows in the lives of children in today's world. Our EYFS Curriculum provides a solid base for children to develop as lifelong readers, change makers, risk takers, creators, be inquisitive, healthy and happy. Our intention is for all children to reach their full potential through strong pedagogy, relationships and environments and recognising the importance of parental partnerships between home and school. We celebrate and welcome differences amongst ourselves, our community and the world, highlighted through our four Learning Values. Children with particular needs, including SEND, are supported appropriately enabling them to succeed.

**Collaboration | Effort | Excellence | Respect
And that we can make a difference**

Experiences & Opportunities (Cultural Capital)

- Outdoor Learning/ Forest School Style Experience
- BLINS Experience (in school and at home challenges)
- The Den and the Quad; access to and activities/ provision
- Weekly Spanish lesson
- Visitors to School; author visits, librarian, science assembly, school nurse, theatre groups etc.
- Reading Fortnight
- World Book Day
- School Library
- Community Links/ Wider Experiences; Grow Your Own (Morrisons), Pentagon Play (observing the builders activity), Summer Library Challenge, activities linked to the Olympics/ Commonwealth Games
- 'Stay for a Story'
- Out of School Visits/ Trips
- World and National Day Celebrations (e.g. Odd Sock Day, Christmas Jumper Day)
- Christmas Production



Communication and Language Educational Programme (EYFS Framework)

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Development Matters-Children in Reception

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Our School-Progression in Skills, Classroom Practice

- Celebrate word choices, rhyme and alliteration; daily Nursery Rhymes, poems and stories.
- Acquire and use technical vocabulary throughout all learning areas.
- Join in conversations with peers and adults.
- Use ‘active listening’ during whole class, paired and group times.
- Evaluate their learning and that of others.
- Use talk to offer support and advice to peers.
- Narrate stories and role-play using story language; DEAL and Tales Toolkit.

Early Learning Goals

Listening, Attention and Understanding

- 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

- 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, nonfiction, rhymes and poems when appropriate.
- 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 & Emotional Development Educational Programme (EYFS Framework)

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Development Matters-Children in Reception

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

Our School-Progression in Skills, Classroom Practice

- Follow classroom instructions, rules and routines.
- Demonstrate strong learning behaviours; Learning Values Characters and their meaning.
- Organise their own belongings, resources and spaces.
- Seek challenges.
- Contribute to discussions and activities.
- Identify and follow links in their learning.
- Express their feelings using appropriate vocabulary.
- Develop perseverance, resilience and independence.
- Follow healthy practices involving dressing, hygiene, food, exercise, teeth and online activities.
- Develop strong, positive relationships with peers and adults.
- Interact, chat, negotiate and resolve during independent play.
- Begin to develop an understanding of the four British Values.
- See the 9 Protected Characteristics represented in their provision and classrooms/ school.

Early Learning Goals

Self-Regulation	Managing Self	Building Relationships
<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. 	<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 needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<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	Educational Programme (EYFS Framework)
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Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Development Matters-Children in Reception
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- Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Know and talk about the different factors that support their overall health and wellbeing:
 - regular physical activity - healthy eating - tooth brushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian
- Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene

Our School-Progression in Skills, Classroom Practice

Gross Motor Skills	Fine Motor Skills
<ul style="list-style-type: none"> • Develop awareness of self, space and surroundings during playtimes, forest school based activities, large scale play, time to go outside & use the Quad daily. • Become competent in: rolling - crawling - walking - jumping - running - hopping - skipping – climbing – skipping ropes • Move with fluency, control and grace. • Develop overall body strength, co-ordination, balance and agility. • Improve core strength. • Begin to combine movements to create a sequence; take part in Dance lessons with Laura Kendall, gymnastics with Sophie Bratherton. • Explore different ways to move their bodies including size, shape, level and speed. • Move their bodies appropriately in response to music. • Negotiate space around them. • Throw and catch a large ball alone and with a partner. • Develop aim when kicking and throwing. • Begin to apply catching, throwing, kicking, aiming and batting skills in small group games. • Can walk, jog and run alternating between speeds. • Can jump 2 feet to 2 feet 	<ul style="list-style-type: none"> • Develop hand-eye co-ordination when using small equipment. • Successfully manipulate a wide variety of small objects including ‘loose’ parts, small world resources, threading, pegs and craft materials. • Use a variety of tools to manipulate playdough, sand, water and craft materials. • Use a knife and fork simultaneously. • Load a spoon with one hand • Use scissors correctly to cut different materials and shapes. • Fasten and unfasten buttons and zips. • Write numbers and letters using correct starting point and formation, decreasing size of presentation. • Draw people, animals, plants and objects with increasing detail. • Use brushes, sponges and natural resources to paint with. <p style="text-align: center;">Evaluation of Movement</p> <ul style="list-style-type: none"> • Can talk about what they have seen. • Can identify things they liked and did not like. • Can begin to suggest how performance could be improved.



<ul style="list-style-type: none">• Experiments with a variety of throws, including different objects and techniques.• Can locate their heart to observe effect of exercise.• Know that exercise, healthy eating, tooth brushing, screen time and sleep are important for a healthy lifestyle	
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Early Learning Goals

Gross Motor Skills	Fine Motor Skills
<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.	<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, including scissors, paintbrushes and cutlery.• Begin to show accuracy and care when drawing



Literacy Educational Programme (EYFS Framework)

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Development Matters-Children in Reception

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school’s phonic programme.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Our School-Progression in Skills

Phonics	Reading	Classroom Practice
<ul style="list-style-type: none"> • Phonics International used for phonics teaching • Read Write Inc. resources used for letter formation and phoneme, digraph and tri-graph ‘reminders’ 	<ul style="list-style-type: none"> • Collins Big Cat Phonics books used at the child’s phonic level • Shared Reading, Echo Reading and Choral Reading used during whole class, group and individual reading • Reading of CEW/ ‘tricky words’ directly taught 	<ul style="list-style-type: none"> • Shared Reading, Echo Reading and Choral Reading used during whole class, group and individual reading • Rec phonics lessons following Phonics International approach • Shared writing, guided writing and independent writing used as phonemes are introduced to be able to write words. • Writing of ‘tricky’ words taught

Early Learning Goals

Comprehension	Word Reading	Writing
<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, nonfiction, rhymes and poems and during role play. 	<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 sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> • Write recognisable letters, most of which are 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.



Mathematics	Educational Programme (EYFS Framework)
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Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Development Matters-Children in Reception
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- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0–10.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

Our School-Progression in Skills

Maths Planning	Classroom Practice
<ul style="list-style-type: none"> • NCETM Mastering Number • White Rose Maths 	<ul style="list-style-type: none"> • Mathematical thinking promoted in all areas of provision. • Undertake mathematical challenges linked to themes and interests.

Early Learning Goals

Number	Numerical patterns
<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. 	<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 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.



Understanding the World Educational Programme (EYFS Framework)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Development Matters-Children in Reception

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Our School-Progression in Skills

History	Geography	Science
<ul style="list-style-type: none"> • Join in discussions, role-play and activities based on key historical events and people • Know that people have not always lived in the same way through time. • Celebrate key historical events and people through storytelling and role-play. • Notice the difference between ‘now and then’ when looking at books, photos and artefacts. • Talk about events from their own lives that have already happened • Recall familiar objects, people and events from history. • Develop their historical vocabulary by exploring words. • Talk about what they have learned. • Explore books, photographs and artefacts about the past. • Ask questions that interest them. 	<ul style="list-style-type: none"> • Know that we live in England, UK Europe. • Talk about what it is like where we live. • Identify simple similarities and differences in geographical photographs. • Observe and describe a range of places around the world seen in photographs. • Differentiate between types of weather. • Explore a range of non-fiction books about places around the world. • Use globes, maps and compasses in their role play. • Talk about what they notice using geographical vocabulary. • Draw simple fictional maps. • Identify geographical features within their own emergent map making. • Use locational and positional language in their role-play. • Name the seasons in order. 	<ul style="list-style-type: none"> • Plan and think ahead about how they might explore objects. • Talk about predictions. • Make links in their learning. • Look carefully at objects and changes. • Review their learning. • Demonstrate how to plant and take care of a seed. • Know that different seeds grow different plants. • Identify and name plants and trees of interest to them. • Label key parts of a plant using scientific vocabulary. • Identify and name a wide and varied range of animals. • Talk about what animals eat. • Identify and name animal body parts. • Identify and name parts of the human body. • Experiment with a range of materials for different purposes. • Identify and name common materials. • Choose materials for a purpose. • Name the seasons. • Experience and discuss seasonal changes that occur to trees, plants, animals and weather.

<p style="text-align: center;">RE</p> <ul style="list-style-type: none"> • Celebrate and explore the diversity of our world and Britain. • Respect that people have different beliefs. • Understand that people choose to live in different ways including families, religion, celebrations and ways of life. • Learn about a variety of celebrations (Diwali, Sukkot, Christmas, Easter) • Begin to develop an understanding of the four British Values. 	<p style="text-align: center;">Technology</p> <ul style="list-style-type: none"> • Can sequence a series of events and explain the importance of sequencing. • Through play about action/reaction and will be asked “what do you think will happen?” when using technology • Know how various devices and apps can be used in the classroom. • Choose an application for a particular purpose. E.g. drawing a picture. • Know the Internet can be used to communicate with others. • Follow simple online safety rules.
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Early Learning Goals

Past and present

- 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, Cultures and Communities

- 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 states of matter.



Expressive Arts and Design Educational Programme (EYFS Framework)

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Development Matters-Children in Reception

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

Our School-Progression in Skills

Art	DT	Music
<ul style="list-style-type: none"> • Use and explore a variety of drawing tools • Investigate different lines. • Explore different textures. • Show accuracy and care when drawing. • Name basic colours. • Experiment with primary colours & black and white. • Explore the effects of mixing colours. • Use a range of tools to make marks on paper. • Create simple collages using scissors and tearing. • Explore materials using their senses • Manipulate simple weaving patterns. • Handle, manipulate and use different Materials. • Experiment with form and design. • Make exploratory models and structures. • Use and explore a variety of materials, tools and techniques, including rubbings and printing. • Experiment with colour and design. • Use repeating and regular patterns. • Learn about and be inspired by the work of artists. 	<ul style="list-style-type: none"> • Talk about ideas, describing key design elements. • Use a range of small tools with increasing control and accuracy. • Explore ways to cut, join and combine materials and components safely. • Talk about existing products and their own creations. • Begin to build structures from a range of materials. • Explore the properties of different fabrics using all their senses. • To choose and use a variety of materials and tools in their independent play. • Make links between health and food choices. • Know that food can be grown. • Use cutlery to prepare and eat food. 	<ul style="list-style-type: none"> • Music Express programme. • Listen to music from different cultures, faiths and countries. • Talk about how music makes them feel and move. • Identify speed and pitch of music. • Clap simple repeated rhythms. • Move in response to music. • Sing or say nursery rhymes by heart. • Use a range of tuned and un-tuned instrument to support their play. • Make up their own songs. • Perform songs and compositions for their peers.

Early Learning Goals

Creating with Materials	Being Imaginative and Expressive
<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. 	<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.