


# EYFS Knowledge Progression at Brompton-on-Swale CoFE Primary School

Our EYFS Vision		HEARTS – In EYFS we are <i>Happy, Educated, Articulate, Respectful, Team Players, Safe</i>					
Our EYFS Curriculum		All About Me > My School > My Community > My World > My Planet					
Our EYFS Contexts		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Communication and Language</b></p> <p><u>Vision Links</u></p> <p><b>Happy:</b> To use language effectively to express our emotions</p> <p><b>Educated:</b> To ask questions to learn more</p> <p><b>Articulate:</b> To use exciting and challenging vocabulary</p> <p><b>Respectful:</b> To respectfully listen to adults and our peers</p>	 <p>Busy Bees 2-3 year olds 3 – 4 year olds</p>	<p>Watch someone's face as they talk. Listen to adult instruction and act on what they understand.</p> <p>Recognise objects if asked about them. Begin to focus on an activity of their own choice. Listen to other people's talk with interest but can easily be distracted by other things. Start to say how they are feeling using actions, focusing on the feelings of happy and sad. Start to develop conversation, often jumping from topic to topic. Develop pretend play independently: putting the baby to sleep or driving the car to the shops.</p>	<p>Copy what adults do, taking turns in conversations and activities. Recognise and point to objects if asked about them. Start to say how they are feeling, using words as well as actions, (happy, sad, angry). Develop conversation with another child or adult. Develop pretend play with another child. Listen to simple stories and understand what is happening, with the help of the pictures. Understand simple questions about 'who' and 'what'.</p> <p>Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary.</p>	<p>Join in with a range of songs copying adult speech and lip movement. Understand simple instructions, with further support from adults. Generally focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to other people's talk, looking at who is speaking, showing interest and becoming less distracted. Play with group of objects, saying what they have used. Start to say how they are feeling using words as well as actions and begin to say why they might feel like that. Develop conversation with another person choosing a topic to talk about. Listen to a range of stories and understand</p>	<p>Join in with the words and actions in a range of songs, copying the adult. Name objects they have chosen to play with volunteering own information. Develop pretend play using what they know to guide. Listen to a range of stories, understanding what is happening and begin to point to significant pictures. Start a conversation with an adult or a friend and continue it for many turns. Understands who, what, where in simple questions. Retell a longer story</p>	<p>Name and talk about the objects they are playing with. Focus on an activity of their own choice, independently, and resisting adult direction. Listen to other people's talk, focusing on the speaker, showing interest and focus. Listen to a range of stories, understanding what is happening and answering simple questions about the story. Use longer sentences of four to six words. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door" Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Use language to discuss future experiences e.g. I am going to the park</p>	<p>Join in with a range of songs listening carefully and with attention. Understand simple instructions. Say how they are feeling using words and actions, try to explain why they feel like that. Confidently develop conversations with others, talking about a chosen topic. Develop pretend play with more than 1 other child. Listen to a range of stories, answer a range of simple questions and point to names of things they can identify. Be able to express a point of view and to debate when they disagree with an adult or a friend. Use sentences joined up with words like 'because', 'or', 'and' Use the regular past tenses and some irregular tenses correctly e.g. I swam, I ran</p>

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**Team-Players:** To use language to work out problems and organise ideas

**Safe:** To use language to ensure our needs are met

	<p>Listen to simple stories carefully. Understand simple questions about 'who'.</p> <p>Sing a large repertoire of songs</p> <p>Understands different situations - able to follow routine events and activities using nonverbal cues</p> <p>Selects familiar objects by name and will go and find objects when asked, or identify objects from a group</p>	<p>Learns new words very rapidly and is able to use them in communicating</p> <p>Understands simple sentences (e.g. Throw the ball)</p> <p>Developing understanding of simple concepts (e.g. fast/slow, good/bad)</p> <p>Identifies action words by following simple instructions, e.g. Show me jumping</p>	<p>what is happening, with the help of the pictures.</p> <p>Understand simple questions about 'who' 'what' and 'where'.</p> <p>Pay attention to more than one thing at a time e.g. When asked to listen when playing</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Talk about familiar books</p> <p>Pays attention to own choice of activity, may move quickly from activity to activity</p>			
 <p>Foundation Stage</p>	<p>Understand how to listen carefully</p> <p>New vocabulary is exposed and children are encouraged to repeat the vocabulary</p> <p>Respond to social phrases used by others</p> <p>Engage in storytimes</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p>	<p>Understand why listening is important</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Learn rhymes, poems and songs</p> <p>Engage in non-fiction books</p>	<p>Listen carefully during adult-led parts of the school day</p> <p>Use new vocabulary with support</p> <p>Independently use social phrases appropriately</p> <p>Articulate their ideas and thoughts in well-formed sentences</p>	<p>Listen carefully to their peers</p> <p>Retell a story that they are deeply familiar with, with exact repetition.</p> <p>Listen to selected non-fiction</p> <p>Use talk to help work out problems and organise thinking and activities</p>	<p>Use new vocabulary through the day</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Describe events in some detail</p>	<p>Use new vocabulary in different contexts</p> <p>Retell a story that they are deeply familiar with, in their own words.</p> <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Use talk to explain how things work and why they might happen</p>

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## ELGs

### 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, non-fiction, 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