



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

Our EYFS Vision	<b>HEARTS</b> – 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>Personal, Social and Emotional Development Vision Links</b></p> <p><b>Happy:</b> To see ourselves as valuable and unique individuals</p> <p><b>Educated:</b> To understand the importance of keeping our minds and bodies healthy</p> <p><b>Articulate:</b> To use language to express assertion, negotiation and compromise</p>	 <b>Busy Bees</b> 2-3 year olds 3 – 4 year olds	<p>Develop friendships with other children.</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p>	<p>Feel strong enough to express a range of emotions.</p> <p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Develop appropriate ways of being assertive.</p>	<p>Safely explore emotions beyond their normal range through play and stories</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p>	<p>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when..."</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Be increasingly independent in meeting their own care needs</p>	<p>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when..."</p> <p>Grow in independence, rejecting help ("me do it").</p> <p>Show more confidence in new social situations.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p>	<p>Be increasingly able to talk about and manage their emotions.</p> <p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Make healthy choices about food, drink, activity and toothbrushing</p>
		Build constructive and respectful relationships.	Show resilience and perseverance in the face of challenge.	Understand the importance of teeth brushing	Practice skills of assertion, negotiation and compromise and	See themselves as a valuable individual and member of our school community	Talk about the different factors that support their overall health and wellbeing e.g. explain the importance

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<p><b>Respectful:</b> To respect the viewpoints of others</p> <p><b>Team-Players:</b> To form strong friendships and play cooperatively together</p> <p><b>Safe:</b> To follow rules that keep us safe</p>	<p>Foundation Stage</p>	<p>Express their feelings and consider the feelings of others Identify and moderate their own feelings socially and emotionally. Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</p>	<p>Think about the perspectives of others Understand how to be a safe pedestrian Use their experiences of adult behaviours to guide their social relationships and interactions Know about the different factors that support their overall health and wellbeing</p>	<p>Travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrian Recognise and celebrate their own achievements</p>	<p>looks to a supportive adult for help in resolving conflict with peers Work towards longer term personal goals</p>	<p>Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</p>	<p>of eating plenty of fruits and vegetables.</p>
<p>ELCs</p>	<p><u>Self-Regulation</u> 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 instruction 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 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</p> <p><u>Building Relationships</u> Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitively to their own and to others' needs</p>						