



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

Our EYFS Vision		<i>HEARTS – In EYFS we are 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 style="font-size: 1.2em; margin: 0;">Physical Development</p> <p style="margin: 0;"><u>Vision Links</u></p> <p style="margin: 0;">Happy: To use movement to help us to feel happy and relaxed</p> <p style="margin: 0;">Educated: To understand how to keep our bodies strong and healthy</p> <p style="margin: 0;">Articulate: To use language to take part in group games and activities</p>	 <p style="margin: 0;">Busy Bees</p> <p style="margin: 0;">2–3 year olds</p> <p style="margin: 0;">3 – 4 year olds</p>	<p>Clap and stamp to music</p> <p>Enjoy starting to kick</p> <p>Build independently using large blocks.</p> <p>Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint</p> <p>Uses physical expression of feelings to release stress</p> <p>Develops own likes and dislikes in food and drink, willing to try new food textures and tastes</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Moves in response to music, or rhythms played on instruments such as drums or shakers</p> <p>Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p>	<p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress</p> <p>Can walk considerable distance with purpose, stopping, starting and changing direction</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Can hold a cup with two hands and drink well without spilling</p> <p>Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions</p>	<p>Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride</p> <p>Enjoy throwing and catching a ball</p> <p>Build independently using small blocks.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p>Choose the right resources to carry out their own plan.</p> <p>For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Develops some independence in self-care and shows an awareness</p>	<p>Sits comfortably on a chair with both feet on the ground</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Develop their movement by holding their balance</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p>	<p>When holding crayons, chalks etc, makes connections between their movement and the marks they make</p> <p>Climb up and down stairs by placing both feet on each step while holding a handrail for support</p> <p>Shows increasing awareness of bladder and bowel urges</p> <p>Gains more bowel and bladder control and can attend to toileting needs themselves most of the time</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks</p> <p>Start eating independently and learning how to use a knife and fork</p> <p>Develop ball skills</p> <p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Show a preference for a dominant hand.</p>

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<p>Respectful: To show good sportsmanship</p>		<p>Develop riding scooters, trikes and bikes</p>			<p>of routines such as handwashing</p>		<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p>
<p>Team-Players: To work together to play team games</p>		<p>Develop the skills needed to manage lining up and queueing</p>	<p>Dribble a ball using my hands</p>	<p>Use good gymnastics technique (working silently, pointing fingers and toes and be still when making shapes)</p>	<p>Listen to other ideas</p>	<p>Dribble a ball using my feet</p>	<p>Follow simple rules and take part in games</p>
<p>Safe: To negotiate space and make movements safely and with control, from using scissors to throwing a ball</p>	<p>Foundation Stage</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Walk using different body parts, in different directions with different levels and at different speeds</p> <p>Walk following a route and listening to instructions</p> <p>Run as fast as I can</p> <p>Take part in running/ jumping games</p> <p>Explore specific movements such as creeping, tiptoeing and hiding</p>	<p>When throwing, use underarm when aiming and overarm for distance</p> <p>Work with a partner to control a ball</p> <p>Move a ball with control</p> <p>Hit a ball with a racket/ bat</p> <p>Throw and catch objects in different ways</p> <p>Use simple tools to effect changes to materials</p> <p>Use a pencil effectively to form recognisable letters</p>	<p>Explore high, low, over and under</p> <p>Explore using apparatus</p>	<p>Choose the best movements to show my ideas</p> <p>Respond to words and music using my body and/or props</p> <p>Perform simple dance moves</p> <p>Move my body in a variety of ways</p> <p>Combine different movements with ease and fluency</p> <p>Small motor skills allow for a range of tools (including scissors, cutlery and pencils) to be used confidently and competently.</p>	<p>Move my feet to help catch, kick, hit or throw a ball</p> <p>Move a ball with control</p>	<p>Follow the rules of a game</p> <p>Take turns and share in PE lessons</p> <p>Apply my understanding of walking into a game situation</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p>

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		<p>Apply basic jumping technique</p> <p>Travel with control and coordination and copy and repeat basic sequences</p> <p>Jump in different directions and with different speeds, for distance and height</p> <p>Explore hopping in different directions, speeds and levels</p> <p>Begin to develop small motor skills so that a range of tools (including pencils and cutlery) are used safely.</p>					
<p>ELGs</p>	<p><u>Cross 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, hopping, skipping and climbing</p> <p><u>Fine Motor Skills</u> 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, paint brushes and cutlery Begin to show accuracy and care when drawing</p>						