



Curriculum Progression Map

**RE/PSHE EYFS**

Within our early year settings, we aim to guide the development of children's capabilities with a view to ensure children in our care complete the Early Years Foundation Stage ready to benefit fully from the opportunities ahead of them. We promote the learning and development of all children in our care to ensure they are ready for Year 1 and beyond. Here are the Early Learning Goals which will support this area of the National Curriculum.

### **Communication and Language**

*ELG: Listening, Attention and Understanding Children at the expected level of development will:*

- 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.

*ELG: Speaking Children at the expected level of development will:*

- 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.

### **Personal, Social and Emotional Development**

*ELG: Self-Regulation Children at the expected level of development will:*

- 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.

*ELG: Managing Self Children at the expected level of development will:*

- 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;

*ELG: Building Relationships Children at the expected level of development will:*

- 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.

**Literacy**

*ELG: Comprehension Children at the expected level of development will:*

- 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, non-fiction, rhymes and poems and during role-play.

## **Understanding the World**

*ELG: Past and Present Children at the expected level of development will:*

- 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.

*ELG: People, Culture and Communities Children at the expected level of development will:*

- 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;

## **Expressive Arts and Design**

*ELG: Being Imaginative and Expressive Children at the expected level of development will:*

- 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.