

KAT EYFS Progression of Knowledge, Skills and Understanding

A Rationale

In September 2021 a revised statutory framework for EYFS ¹ was introduced. The new framework saw changes to the areas of learning and the Early Learning Goals (ELGs). The non-statutory documents Development Matters ² and Birth to Five Matters ³ were also adapted in line with the framework. There was a clear directive to moving away from what had become a tick list approach to planning with an onerous focus on tracking and data towards practitioners building on the strengths and meeting the needs of the children they work with using their professional judgement.

In the academic year 2021/2022 EYFS leaders worked with their academy teams on the changes in the framework and began to build a curriculum around these, meeting the needs of their cohort. In September 2022 it became clear that as a Trust we needed an ambitious and progressive top-level view of what we wanted our EYFS children to know, understand and be able to do. This would support teachers in ensuring that they were providing an effective early years curriculum whilst ensuring that it met the statutory requirements of the educational programmes in the framework.

In September 2022 EYFS leaders worked together to develop an EYFS Progression of Knowledge, Understanding and Skills. It was based on the 2021 statutory framework whilst using Development Matters and Birth to Five matters as a key point of reference for developmental stages. Wellcomm and ICAN Language Development were also used as a source of information. Attention was paid to the KS1 National Curriculum and what children would need to know and be able to do as they moved into a new key stage. We want this transition to be smooth for both children and teachers.

In YR the document is split into termly checkpoints with the ELGs as the final checkpoint for the end of EYFS. In YN the decision was made to split the checkpoints according to age due to the transient nature of when children begin their Nursery education. These checkpoints are broad and it is acknowledged that the learning of young children is not neat and orderly and cannot be put into boxes. This is where accurate assessment is vital and the use of the focus child approach will support practitioners in making informed decisions about what a child needs to learn and to be able to do next.

This document is not designed to be used as a tick list. We fully acknowledge that depth in learning matters much more than moving from one checkpoint to the next or aiming for coverage over quality of experience. We also ensure that we re-visit prior knowledge and skills over the children's time in the classroom. There are some skills and knowledge statements that are not taught in isolation and we acknowledge that these may be explored at different points in the year.

¹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf

³ <https://birthto5matters.org.uk/>

Within each area of learning there is key vocabulary that we will model as adults with the aspiration that children will understand and be able to use the vocabulary themselves.

The progression of knowledge, skills and understanding is intended to be used to support planning and ensure that there is a clear progression for learning and development in the children's early years education and also across the National Curriculum as they move into Key Stages 1 and 2.

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