



Together We Grow

Buttsbury Infant School

Curriculum Progression Statements

At Buttsbury Infant School we pride ourselves on having an ambitious, broad and balanced curriculum. We follow the National Curriculum and ensure that there is progression throughout each subject, in all year groups. As we follow the National Curriculum, some progression is outlined in statutory documentation; where this is not explicit, we have used a range of other sources to guarantee there is appropriate challenge and variety.

This document sets out how Buttsbury Infant School's curriculum progresses in each subject.

Buttsbury Infant School PHSE Skills Progression

EYFS- vocabulary to be introduced to build the foundations

Year 1 and 2 Vocabulary- In the Jigsaw scheme, vocabulary is assigned to each lesson and built on over the weeks and each year



EYFS

Early learning goals

Evident in continuous provision throughout the year

Self- Regulation

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 focussed 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.

Managing Self

Show confidence 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.

Building Relationships

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.

Key Vocabulary – **feelings, independence, resilience, perseverance, rules, healthy, relationships, behaviour**

	EYFS	Year 1	Year 2
Being Me in my World	<p>Understand how it feels to belong and that we are similar and different.</p> <p>Show an understanding of their own feelings and those of others, and begin to manage and regulate their behaviour accordingly.</p> <p>Enjoy working with others to make school a good place to be.</p> <p>Understand why it is good to be kind and use gentle hands.</p> <p>Understand that they need to wait for what they want and control immediate impulses.</p> <p>Understand toleration when needs are not immediately met and understand that wishes may not always be met.</p> <p>Start to understand children’s rights and we should all be allowed to work and play, taking turns and sharing.</p> <p>Understand what being responsible means and adapt their behaviour to different events, social situations and changes in routine.</p> <p>Key Vocabulary – similar, different, feelings, kind, gentle hands, rights, responsibilities</p>	<p>Know how to use my Jigsaw Journal</p> <p>Understand the rights and responsibilities as a member of my class</p> <p>Know that my views are valued and can contribute to the Learning Charter</p> <p>Recognise the choices I make and understand the consequences</p> <p>Understand my rights and responsibilities within our Learning Charter</p> <p>Key Vocabulary – Safe, special, calm, belonging, rights, responsibilities, rewards, proud, consequences, upset, disappointed,</p>	<p>Identify some of my hopes and fears for this year (using my Jigsaw Journal)</p> <p>Understand the rights and responsibilities for being a member of my class and school.</p> <p>Listen to other people and contribute my own ideas about rewards and consequences. Understand how following the Learning Charter will help me and others learn.</p> <p>Understand the choices I make and recognise the consequences.</p> <p>Key Vocabulary – hopes, fears, worries, belonging, rights, responsibilities, actions, praise, reward, consequence, positive, negative, choices, co-operate, problem solving, choices</p>
Celebrating Difference	<p>Identify something they are good at and understand that everyone is good at different things.</p>	<p>Identify similarities between people in my class.</p>	<p>Begin to understand that sometimes people make assumptions about boys and girls (stereotypes)</p>

	<p>Understand that being different makes us all special.</p> <p>Know we are all different but the same in some ways.</p> <p>Explain why they think their homes are special to them.</p> <p>Explain how to be a kind friend.</p> <p>Know which words to use to stand up for themselves when someone says or does something unkind.</p> <p>Key Vocabulary – different, kind</p>	<p>Identify differences between people in my class.</p> <p>Understand what bullying is.</p> <p>Identify some people to talk to if feeling unhappy or being bullied.</p> <p>Understand how to make new friends.</p> <p>Explain some ways that I am different to my friends.</p> <p>Key Vocabulary – similarity, same, similar, different from, difference, bullying, bullying behaviour, deliberate, on purpose, unfair, included, bully, bullying, celebration, special, unique</p>	<p>Understand that sometimes bullying is sometimes about difference.</p> <p>Recognise what is right and wrong and know how to look after myself.</p> <p>Understand that it is ok to be different from other people.</p> <p>Identify some ways that I am different from my friends.</p> <p>Key Vocabulary – similarities, assumptions, stereotypes, boys, girls, differences, special, bully, purpose, kind, unkind, feelings, sad, lonely, help, stand up for, male, female, fairness, kindness, diversity, friends, unique, special, value</p>
<p>Dreams and Goals</p>	<p>Understand that if they persevere, they can tackle challenges.</p> <p>Talk about a time when they didn't give up and achieved their goal.</p> <p>Set a goal and work towards it.</p> <p>Use kind words to encourage people.</p> <p>Understand the link between what they learn now and the job they might like to do when they are older.</p> <p>Explain how they feel when they achieve a goal and know what it means to feel proud.</p> <p>Key Vocabulary – persevere, goal</p>	<p>Understand how to set simple goals for themselves.</p> <p>Set a goal and identify how to achieve it.</p> <p>Understand how to work well with a partner.</p> <p>Tackle a new challenge and understand that this might stretch our learning.</p> <p>Identify obstacles that make it more difficult to achieve my new challenge and discover how to overcome them.</p> <p>Explain how it feels to succeed in a new challenge and identify how we celebrated it.</p> <p>Key Vocabulary – proud, success, achievement, goal, learning, dream, process, working together, team work, challenge, feelings, obstacle, goal</p>	<p>Choose a realistic goal and think about how to achieve it.</p> <p>Learn how I can persevere, even when I find things difficult.</p> <p>Recognise who I work well with and who it is more difficult for me to work with.</p> <p>Demonstrate that I can work well in a group.</p> <p>Identify some ways that show that I work well in a group.</p> <p>Identify how to share success with other people.</p> <p>Key Vocabulary – realistic, proud, success, celebrate, achievement, goal, strengths, persevere, challenge, difficult, easy, learning together, team work, partner, product, group, problem solve, dream, proud</p>

<p>Healthy Me</p>	<p>Understand that they need to exercise to keep their bodies healthy.</p> <p>Understand how moving and resting are good for their bodies.</p> <p>Explain which foods are healthy and unhealthy and make healthy eating choices.</p> <p>Understand how to help themselves go to sleep and understand why sleep is good for them.</p> <p>Demonstrate that they can wash their hands thoroughly and understand why it is important to do so before eating and after going to the toilet.</p> <p>Understand what a stranger is and how to stay safe if a stranger approaches.</p> <p>Key Vocabulary – healthy, unhealthy, sleep, stranger, hygiene</p>	<p>Understand the difference between being healthy and unhealthy and explain some ways to keep healthy.</p> <p>Understand how to make healthy lifestyle choices.</p> <p>Identify how to keep ourselves clean and healthy, understanding how germs cause disease and illness. Understand that all household products including medicines can be harmful if not used properly.</p> <p>Understand that medicines can help me if I feel poorly and understand how to use them safely.</p> <p>Understand how to keep safe when crossing the road and about people who can keep me safe.</p> <p>Explain why our bodies are amazing and identify some ways to keep it safe and healthy.</p> <p>Key Vocabulary – healthy, unhealthy, balanced, exercise, sleep, choices, clean, body parts, hygienic, safe, trust, medicines</p>	<p>Identify what I need to keep my body healthy.</p> <p>Identify what being relaxed means and recognise that some things make me relaxed and some make me feel stressed.</p> <p>Understand how medicines work in my body and recognise the importance of using medicines safely.</p> <p>Identify which foods are healthy for my body and be able to sort foods into food groups.</p> <p>Identify snacks that are healthy and explain why they are good for my body.</p> <p>Recognise which foods to eat to give my body energy.</p> <p>Key Vocabulary – Healthy choices, lifestyle, motivation, relax, relaxation, tense, calm, healthy, unhealthy, dangerous, medicines, safe, body, balanced diet, portion, proportion, energy, fuel, nutritious</p>
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	EYFS	Year 1	Year 2
<p>Relationships</p>	<p>Identify some of the jobs I do in my family and how I feel like I belong.</p> <p>Understand how to make friends to stop myself from feeling lonely.</p>	<p>Identify the members of my family and understand that there are different types of family.</p>	<p>Identify the members of my family, understand my relationship with them and know why it is important to share and cooperate.</p>

	<p>Think of ways to solve problems and stay friends.</p> <p>Understand that some actions and words can hurt others' feelings and start to understand the impact of unkind words.</p> <p>Use Calm Me time to manage my feelings.</p> <p>Understand how to be a good friend.</p> <p>Key Vocabulary – belong, jobs, friends, lonely, feelings, friend</p>	<p>Identify what being a good friend means to me.</p> <p>Identify appropriate ways of making physical contact when greeting my friends and know which ways that I prefer.</p> <p>Understand who can help me in my school community.</p> <p>Recognise my qualities as a person and a friend.</p> <p>Explain why I appreciate someone who is special to me.</p> <p>Key Vocabulary – family, belong, different, same, friends, friendship, caring, sharing, kind, qualities, like, dislike, help, community, helpful, greeting, touch, feel, texture, confidence, praise, qualities, skills, self belief, incredible, proud, celebrate, relationships, special, appreciate</p>	<p>Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some of this is not.</p> <p>Identify some of the things that can cause conflict with my friends.</p> <p>Understand that it is sometimes good to keep a secret and when it is not good to keep a secret.</p> <p>Recognise and appreciate people who can help me in my family, school and community.</p> <p>Identify how to express my appreciation for people in my special relationships.</p> <p>Key Vocabulary – family, different, similarities, special, relationship, important, cooperate, touch, physical contact, communication, hugs, like, dislike, acceptable, not acceptable, conflict, friends, point of view, positive problem solving, good secret, bad secret, surprise, worry secret, trust, adult, telling, surprised, happy, sad, frightened, compliments, celebrate, positive, negative, appreciate</p>
<p>Changing Me</p>	<p>Name parts of the body.</p> <p>Demonstrate an awareness of things they can do and foods they can eat to be healthy.</p> <p>Understand that they all grow from babies to adults.</p> <p>Express how they feel about moving to Year One.</p> <p>Talk about worries and things they are looking forward to about being in Year One.</p>	<p>Start to understand the life cycles of animals and humans.</p> <p>Identify some things about me that have changed and some things that have stayed the same.</p> <p>Explain how our bodies have changed since we were babies.</p> <p>Identify the parts of the body that make boys different to girls. Be able to use the correct</p>	<p>Recognise life cycles in nature.</p> <p>Explain the natural process of growing from young to old and understand that this is not in my control.</p> <p>Recognise how my body has changed since being a baby and understand where I am on the continuum from young to old.</p> <p>Recognise the physical difference between boys and girls, use the correct names for parts of the body (penis, anus, testicles,</p>

	<p>Share favourite memories of their time in EYFS</p> <p>Key Vocabulary – healthy, worries, memories, body (parts of the body vocabulary), baby to adult vocabulary</p>	<p>names for these (penis, testicles, vagina, vulva and anus)</p> <p>Understand that every time I learn something new, I change a little bit.</p> <p>Talk about changes that have happened in our lives.</p> <p>Key Vocabulary – changes, life cycle, babies, adulthood, grown up, baby, adult, male, female, penis, testicles, vulva, vagina, anus, learn, new, grow, change, feelings, anxious, worried, excited, coping</p>	<p>vagina and vulva) and appreciate that some parts of our bodies are private.</p> <p>Understand that there are different types of touch and can explain which ones you like and dislike.</p> <p>Identify what I am looking forward to when I move to the Junior school.</p> <p>Key Vocabulary – change, grow, life cycle, control, baby, adult, fully grown, growing up, old, young, change, respect, appearance, physical, Toddler, Child, Teenager, Adult, Independent, Timeline, Freedom, Responsibilities, Male, Female, Penis, Testicles, Vulva, Vagina, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Comfortable, Uncomfortable, Change, Looking forward, Excited, Nervous, Anxious, Happy</p>
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