



**Early Years Foundation Stage
Birth to Reception
What Subject Leaders Need to Know
(History*, Geography*, Science*, DT*, Art*, Music*, RE*, PE*)**

We have signed up to be early adopters of the new EYFS reforms. This means that there are new Early Learning Goals. We are working with the revised Development Matters/Early Years Outcome which will breakdown the ages and stages of learning for EYFS.

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects. This document demonstrates which early years outcomes are prerequisite skills within the national curriculum. The table below outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study.

The characteristics of effective teaching and learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Statutory framework for the early years foundation stage: early adopter version

No job is more important than working with children in the early years. Development Matters has been written for all early years practitioners, for childminders and staff in nurseries, nursery schools, and nursery and reception classes in school. It offers a top-level view of how children develop and learn. It guides, but does not replace, professional judgement. The guidance can also help you to meet the requirements of the statutory framework for the early years foundation stage.

Area of Learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal (End of EYFS) – progression into Y1 (KS1)
Personal, Social, Emotional Development (PSED)	Nursery Skills	To separate from main carer and learn to adapt to the Nursery environment.	To learn about daily routines and classroom rules. To be aware of behavioural expectations in the Nursery.	To learn how to share resources and play in a group. To take turns whilst playing and waiting patiently to have a go.	To show independence in accessing and exploring the environment.	To be able to initiate play with peers and keep play going by giving ideas.	To gain enough confidence to talk to adults and peers. To independently put on coats and use the toilet.	<p>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.</p> <p>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.</p> <p>Managing Self. Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. *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>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.</p>
	Nursery Knowledge	To know that they can approach adults in Nursery when needed.	To know how to adapt behaviour to suit classroom routines. To show confidence in asking adults for support.	To know how to manage their emotions in different situations. To know about different feelings and be able to talk about them during circle time. To know that when playing in a group they need to share and also know that they will get a turn.	To be aware of the different areas in the Nursery and how to explore them safely. To approach an adult if they need support.	To know that to play nicely it's important to share and take turns.	To know how to talk politely and develop an understanding of what is appropriate.	
	YR Skills	To describe a friend To Understand how to be a good friend To learn to join in with whole group activities To choose an activity independently	To learn about a range of different festivals To learn about important dates in their lives	To learn right from wrong To understand how to make the right choices and the consequences of not making the right ones.	To understand that people need help. To identify ways of being helpful to others and how this will make them feel.	To describe a range of different habitats around the world.	To learn about the different family structures.	

	<p style="text-align: center;">YR Know- ledge</p>	<p>To describe and show friendly behaviour.</p> <p>To begin taking turns with their friends.</p>	<p>To be able to talk about different festivals.</p> <p>To understand why different people celebrate different things.</p>	<p>To be able to talk about why a character has made a poor choice and what the consequences are.</p> <p>To be able to talk about how the character could have made a better choice.</p>	<p>To talk about the effect my behaviour has on others.</p>	<p>To talk about the world that we live in and how there are similarities and differences when looking at different aspects.</p>	<p>To be able to talk about the relationships they have at home with their family and friends.</p>	
<p style="text-align: center;">Communication and Language (C+L)</p> <p style="text-align: center;">Links to: History Geography Science RE</p>	<p style="text-align: center;">Nursery Skills</p>	<p>To sing rhymes and look at picture books.</p> <p>To talk about the different characters and what they are doing.</p> <p>To talk about themselves and their families.</p>	<p>To talk about celebrations at home.</p> <p>To listen to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc and to talk about them and why they are celebrated.</p> <p>To listen to, and follow simple instructions.</p>	<p>To learn and talk about modes of transportation.</p> <p>To be able to identify the different types of vehicles they see on the road.</p>	<p>To listen to traditional stories and retain key vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story.</p> <p>To be able to use connectives e.g. Once upon a time and then.</p>	<p>To listen to traditional stories and retain key vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story.</p> <p>To be able to use connectives e.g. Once upon a time and then.</p>	<p>To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly.</p>	<p><u>Listening and Understanding.</u> 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 interaction. *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.</p> <p><u>Speaking</u> *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</p>
	<p style="text-align: center;">Nursery Know- ledge</p>	<p>To know that stories have different character which could be real and pretend.</p> <p>To know to sing words clearly so that they are audible.</p>	<p>To know that stories have a beginning, middle and an end.</p> <p>To be able to understand simple instructions.</p>	<p>To be able to differentiate and categorise objects based on their properties.</p>	<p>To know that stories have a beginning, middle and an end.</p> <p>To be able to answer questions related to the story.</p>	<p>To know that stories have a beginning, middle and an end.</p> <p>To be able to answer questions related to the story.</p>	<p>To be able to independently sequence Familiar rhymes and to be able to say what happens next in a story.</p>	

	YR Skills	To talk about themselves and others. To sing songs. To speak about a range of texts.	To compare different festivals. To make comments about their observations.	To describe features of traditional stories. To talk about the role of healthy food and exercise in staying healthy	To describe familiar texts with detail and using full sentences. To begin to ask questions About familiar aspects of their environment and their learning.	To label and sort living things. To begin to research using a search engine. To describe habitats.	To be able to order a range of life cycles. To be able to give facts about a specified subject.	
	YR Knowledge	To know about others. To know familiar songs. To describe different story and non-fiction texts.	To know about different festivals. To be able to talk about how different people help us. To begin to talk about why things happen using new vocabulary learnt.	To know different traditional stories. To know a range of healthy food and exercise. Express their ideas and feelings about their experiences.	To know different features of texts. To talk confidently about why things happen using new vocabulary learnt. To engage in meaningful conversations with others.	To name and sort a range of living things. To be able to talk about different habitats. To engage in meaningful conversations with others.	To know different life cycles. To know a range of facts. To engage in meaningful conversations with others.	
Physical Development (PD) Links to: PE	Nursery Skills	To take care of toileting needs independently. To wash hands after using the toilet.	To brush teeth regularly and eat healthy food. To independently put on their coats with some support for the zipper and buttons. To copy dance moves and to move to different kinds of rhythms.	To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making etc. To mark make in sensory trays and also copy different patterns. To move in different ways, e.g. climbing,	To hold the pencil correctly using a tripod grip. To begin to form numbers and familiar letters, e.g. letters in their name. To look at books independently whilst turning pages one at a time.	To hold the pencil more confidently, using the tripod grip and forming letters and numbers mostly correctly. To be able to use scissors confidently and make straight, zig zag and circular snips using one hand. To run skilfully	To be secure in holding the pencil using the tripod grip and forming letters and numbers mostly independently To independently write their name. To confidently use scissors and other tools safely.	<u>Gross 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. <u>Fine Motor Skills.</u> *Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

	Nursery Knowledge			<p>running, jumping etc. in order to develop gross motor skills.</p> <p>To hold jugs and containers confidently and pour from one container into another.</p>	Using balancing apparatus.	and be able to negotiate space.		<p>*Use a range of small tools, including scissors, paint brushes and cutlery. *Begin to show accuracy and care when drawing.</p>
		<p>To know about personal hygiene and the importance of being clean and tidy.</p> <p>To know that washing hands is important after using the toilet and before we eat.</p> <p>To know that books in English should be read from left to right and one page at a time.</p>	<p>To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies.</p> <p>To show confidence in dressing up and self-care activities.</p> <p>To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats.</p>	<p>To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils.</p> <p>To know that they need to use tools with a dominant hand.</p> <p>To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping.</p> <p>To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways.</p>	To know that the pencil needs to be held correctly and with one hand to form letters and numbers.	<p>To know the correct ways of forming letters.</p> <p>To know that snips should be made on the line and the pattern should be followed.</p> <p>To be aware of obstacles whilst running, riding a scooter /bike etc and display some spatial awareness.</p>	To know how to hold the pencil correctly and Also recognise and self-correct when they form letters incorrectly.	

	YR Skills	To use a dominant hand. To begin to form recognisable letters which are formed mostly correctly. To use climbing equipment safely and competently. To begin to negotiate space effectively.	To begin to use anticlockwise movement and retrace vertical lines. To use climbing equipment safely and competently. To negotiate space effectively.	To show good practice with regard to exercise, eating, sleeping and hygiene. To be able to balance and coordinate safely. To negotiate space effectively.	To handle tools, objects, construction and malleable materials safely and with increasing control.	To use a pencil effectively to form recognisable letters, most of which are formed correctly.	To show good control and coordination in large and small movements.	
	YR Knowledge	To know which hand to write with. To know how to use the trim trail safely. To know how to use scissors effectively. To begin to use a mouse/pad to navigate a computer.	To know how to make anticlockwise movement and retrace vertical lines. To know how to use the trim trail safely. To know how to use scissors effectively.	To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health. To know how to use scissors effectively. To use a mouse/pad to complete a simple ICT programme.	To know why it is important to handle different apparatus safely. To know how to use scissors effectively.	To know how to form letters correctly. To know how to use scissors effectively.	To know how to handle a range of equipment and tools effectively. To know how to use scissors effectively. To know how to use a keyboard and a mouse effectively.	
Literacy (L)	Nursery Skills	To be able to mark make and identify their marks. To recognise familiar logos and labels within the environment.	To find and identify familiar letters, e.g. letters in their names. To talk about and retell a range of familiar stories.	To begin to attempt writing familiar letters. Adults will consistently Model correct formation. To find and identify familiar letters, e.g. letters in their names.	To be able to mark make and identify their marks. To identify the pictures linked to RWI sound.	To identify the pictures linked to the sound. Children will begin to identify some sounds during oral Blending games.	Lots of Fred games focussing on oral blending. Children are able to identify initial sounds and blend familiar CVC words	<u>Comprehension</u> *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

				To talk about and retell a range of familiar stories.			Make predictions about a story.	poems and during role-play. Word Reading. *Say a sound for each letter in the alphabet and at least 10 digraphs.
Nursery Knowledge		To know that letters are used to make up words. To know that each letter makes a sound – focussing on sounds in their names. To learn that stories have a sequence; beginning, middle and end.	To know that each letter makes a sound – focussing on sounds in their names. To join in with repetition within stories. To be able to talk about different parts of the story.	To be able to talk about their marks with confidence. To talk about the sounds they have identified from the RWI program. To join in with repetition within stories. To be able to talk about different parts of the story.	To know that blending sounds makes words. To identify the pictures with corresponding. To join in with repetition within stories. To be able to talk about different parts of the story.	To identify CVC words orally. To be able to segment sounds in CVC words. To know that letters make sounds. To join in with repetition within stories.		*Read words consistent with their phonic knowledge by sound-blending. *Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	YR Skills	Listening to and identifying sounds in the environments. Listening to and hearing initial sounds in familiar words. To identify sounds on a sound mat. Listens to familiar stories and able to recall some facts.	Listening to and hearing sounds in CVC words. To identify sounds on a sound mat and to use this when writing. Listens to familiar stories and able to recall facts.	To think of and write a short, simple sentence. Listening to and hearing sounds in CVC and CVCC words. Identifying sounds on a sound mat. Listens to stories and is beginning to anticipate what may happen next.	To think of and write a short, simple sentence. Listening to and hearing sounds in CVC and CVCC words. Identifying sounds, including phonemes and other digraphs on a sound mat. Listens to stories and is beginning to	To think of and write a short, simple sentence. Listening to and hearing sounds in CVC and CVCC words. Identifying sounds, including phonemes and other digraphs on a sound mat. Checking written work and making any changes where necessary.	To think of and write a short, simple sentence. Listening to and hearing sounds in CVC and CVCC words. Identifying sounds, including phonemes and other digraphs on a sound mat. Checking written work and making any changes where necessary.	*Write simple phrases and sentences that can be read by others.

					anticipate what may happen next.	Listens to stories and is beginning to Anticipate what may happen next.		
	YR Knowledge	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters look like.</p> <p>Knowing how to write the taught letters.</p> <p>Knows how to sequence familiar stories.</p>	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters looks like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>Knows how to sequence familiar stories.</p>	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>Knows how to spell some familiar words.</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the Taught letters.</p> <p>Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knows how to spell some familiar words.</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knowing that sentences can be extended by using a connective.</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play.</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knowing that sentences can be extended by using a connective.</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play.</p>	

						Knows how to spell some familiar words.		
Maths (M)	Nursery Skills	<p>To talk about what happened today, yesterday and tomorrow.</p> <p>To count out a group of up to 5 objects.</p>	<p>To count out a group of up to 1- objects.</p> <p>To compare and order objects according to their weight.</p>	<p>To count out a group of up to 10 objects.</p> <p>Identify common shapes in the environment.</p>	<p>To identify, describe and compare groups of objects.</p> <p>To compare and order objects according to their weight and distance.</p>	<p>To find one more/less than a given number to 10.</p> <p>Practical addition.</p> <p>One more/less using a number line.</p> <p>Practical subtraction.</p> <p>Language related to time.</p>	<p>To order numbers to 15.</p> <p>To name and describe 2D shapes.</p> <p>To compare and order objects according to their size and distance.</p>	<p>Number</p> <p>*Have a deep understanding of number to 10, including the composition of each number; - Subsidise (recognise quantities without counting) up to 5.</p> <p>*Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns.</p> <p>*Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
	Nursery Knowledge	<p>Singing a range of number songs.</p> <p>To say number names to 5 in order.</p> <p>To know that time can be measured using days.</p>	<p>To say number names to 10 in order.</p> <p>To learn vocabulary linked to describing weight.</p> <p>Singing a range of number songs.</p>	<p>To name simple 2D shapes.</p> <p>To say number names to 10 in order.</p> <p>To know that each object should only be counted once.</p> <p>Singing a range of number songs.</p>	<p>To use the language of more and less to compare amounts.</p> <p>To know that numbers can be ordered.</p> <p>To learn vocabulary linked to describing weight and distance.</p> <p>Singing a range of number songs.</p>	<p>To learn vocabulary linked to describing time.</p> <p>To know that subtraction means taking an amount away from a group.</p> <p>To be able to say number names forwards and backwards to 10.</p> <p>Singing a range of number songs.</p>	<p>To learn vocabulary linked to describing size and distance.</p> <p>To be able to say number names forwards and backwards to 15.</p> <p>Singing a range of number songs.</p>	
	YR Skills	<p>To count up to 10 objects with 1:1 correspondence.</p>	<p>To find the total of 2 groups of objects.</p>	<p>To use nonstandard units to</p>	<p>To use objects to solve addition and subtraction</p>	<p>To know that addition and subtraction</p>	<p>To know addition and subtraction problems can</p>	

		<p>To match quantities to numeral.</p> <p>To begin to recognise numbers automatically on a dice/card to 5.</p>	<p>To order numbers to 10.</p> <p>To identify 2D shapes and talk about their properties.</p> <p>To begin to recognise numbers automatically on a dice/card to 5.</p> <p>To be able to count to 10 independently.</p>	<p>measure length, weight and capacity.</p> <p>To use money during role play activities to buy items.</p> <p>To begin to explore number bonds to 5.</p> <p>To be able to count to 20 independently.</p>	<p>problems.</p> <p>To share objects between a group of people equally.</p> <p>To explore number bonds to 5.</p>	<p>problems can be solved by counting forwards or backwards on a number line.</p> <p>To use rulers to measure length, scales to measure weight and jugs/container to measure capacity.</p>	<p>be solved by counting forwards or backwards on a number line.</p> <p>To use rulers to measure length, scales to measure weight and jugs/container to measure capacity.</p> <p>To make observations of and compare length, weight and capacity.</p>	
		<p>To say the number names to 10 in order.</p> <p>To recognise number to 10.</p> <p>To write numbers to 10, forming them correctly.</p>	<p>To know that addition involves combining two or more groups of objects.</p> <p>To begin to read addition number sentences.</p> <p>To say number names to 10 in order.</p> <p>To know the names of 2D shapes.</p> <p>To know that 2D shapes can have sides and corners.</p> <p>To say the days of the week in order. To begin to say the</p>	<p>To know the names of basic 2D shapes.</p> <p>To know the names of basic 3D shapes.</p> <p>To know that 2D shapes can have corners and side.</p> <p>To know that length, capacity and weight can all be measured.</p> <p>To know that money can be used to buy items.</p> <p>To understand and use a range of</p>	<p>To know that addition involves combining two or more groups of objects.</p> <p>To read Addition number sentences.</p> <p>To know that subtraction involves removing an object from a group.</p> <p>To know the names of some 3D shapes.</p> <p>To know that 3D shapes have faces, vertices and edges.</p>	<p>To know that the word 'more' indicates that the group is getting larger.</p> <p>To know that the word 'less' indicates that a group is Getting smaller.</p> <p>To be able to count, order and recognise numbers to 20.</p> <p>To count forwards and backwards to 20.</p> <p>To know that length, weight and capacity</p>	<p>To know the names of some 3D shapes.</p> <p>To know that 3D shapes can have faces, vertices and edges.</p> <p>To know that addition involves combining groups of objects.</p> <p>To read number addition sentences.</p> <p>To be able to count, order And recognise numbers to 20.</p>	

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			<p>months of the year in order.</p> <p>To know that patterns are repeated designs.</p>	<p>prepositions in everyday context.</p> <p>To know the difference between odd and even.</p>	<p>To be able to count, order and recognise numbers to 20.</p> <p>To use a number line to help solve simple addition and subtraction number problems.</p>	<p>can be measured using standard units.</p> <p>To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts.</p> <p>To know that sharing equally means everyone has the same amount of an object.</p>		
<p>Understanding the World (UW)</p> <p>Links to: History Geography Science RE</p>	<p>Nursery Skills</p>	<p>To be able to talk about their body parts and what the function is of each part.</p> <p>To draw silhouettes and orally label body parts.</p> <p>To be able to identify similarities and differences between themselves and peers.</p> <p>To make self-portraits.</p>	<p>To know that everyone has a birthday and they are usually celebrated in a similar manner around the world.</p> <p>To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, Hanukah is celebrated by Jewish people and Christmas</p>	<p>To learn about different modes of transportation and who operates them, how they travel to school, local area and natural environment.</p> <p>To follow instructions to complete a Simple program on the computer.</p>	<p>To listen to traditional stories such as Jack and the Beanstalk and talk about plants. Plant their own seeds and check how tall the plants grow. Talk about the life cycle of a plant.</p> <p>Continue to use the computer to gain confidence in using the mouse.</p> <p>To learn about Easter.</p>	<p>To listen to traditional stories such as Goldilocks and Three Little Pigs and talk about the habitats.</p> <p>Make comparisons between habitats of farm animals and wild animals.</p> <p>Make own habitats using a range of resources.</p>	<p>To use the computer to complete a simple task.</p> <p>To listen to rhymes such as Humpty Dumpty and Baa Baa Black Sheep and talk about where eggs/ wool come from and talk about what we use these for.</p> <p>Talk about where food comes from and bake a range of things.</p>	<p><u>Past and Present.</u> Talk about the lives of the people around them and their roles in society.</p> <p>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>People, Culture and Communities.</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>*Know some</p>

Nursery Knowledge			<p>is celebrated by Christians.</p> <p>To use IT to interact with age appropriate software – IWB, BeeBots, iPads, Laptops.</p> <p>Operate simple equipment e.g. turn on CD player or use a remote control.</p>					<p>similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>*Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><u>The Natural World.</u></p>
		<p>To know about family structures and be able to talk about who is part of their family.</p>	<p>To know the difference between farm animals and wild animals.</p> <p>To be able to categorise animals by their characteristic.</p> <p>To make Rangoli patterns on the computer</p> <p>To learn about the different stories related to Autumn festivals.</p>	<p>To know similarities and differences between modes of transportation.</p> <p>To know how to use different technological toys and how to operate a computer.</p>	<p>To know that every living being has a life cycle and they change in shape and size as they grow.</p> <p>To know that living beings follow a similar growth pattern and make comparisons.</p> <p>To know about who celebrate Easter and what is its significance.</p>	<p>To know that different creatures live in different places based on their characteristics e.g. farm animals can live around people, however wild animals can be dangerous so we have to be careful.</p> <p>Wild animals live in forests/jungles/safari and sometimes zoo's or aquariums.</p>	<p>To know that different animals and birds produce food that we consume and there are different people who make food that we can buy in the supermarket.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>*Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
	YR Skills	<p>To talk about how they have changed since they were a baby.</p> <p>To talk about the changes they observe in their environment – Seasons link.</p>	<p>To talk about how Hindus celebrate Diwali.</p> <p>To be able to differentiate between nocturnal</p>	<p>To identify and sort healthy/unhealthy foods.</p> <p>To identify and group a range of fruits and vegetables.</p> <p>To talk about a special event in their life.</p>	<p>Making treasure maps to direct friends to a 'goal'. Exploring maps of the world.</p> <p>Talking about the life cycle of plants and animals and what they need to survive.</p>			

	YR Knowledge	<p>Enjoys joining in with family customs and routines.</p>	<p>and diurnal animals.</p> <p>To be able to talk about the different jobs that adults do and how they can help us (paramedics/nurses/doctors/fire fights/postman/shop assistant etc).</p> <p>Recognises and describes special times or events for family or friends.</p>	<p>Can talk about their feelings and respond to different experiences</p>	<p>Exploring a range of habitats, looking at why the animal lives like that.</p> <p>Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family</p>	
		<p>To know the names of different body parts.</p> <p>To know that there are many countries around the world.</p> <p>To know that people in other countries may speak different languages.</p> <p>I can discuss daily weather/seasons.</p> <p>To be able to talk about special events with family.</p>	<p>To know that people around the world have different religions.</p> <p>To know that Mendi and Rangoli patterns are created to celebrate Diwali.</p> <p>To know that some animals are nocturnal and some are diurnal.</p> <p>To know that adults do a variety of jobs.</p> <p>To know that the emergency services</p>	<p>To know that some foods are unhealthy. Sorting healthy and unhealthy foods.</p> <p>To know the names of common fruits and vegetables.</p> <p>To know that humans and other animals can grow.</p> <p>To understand and use positional language.</p> <p>To know that Christians celebrate Easter.</p> <p>I can talk about features of my own immediate environment and how environments may vary from one another.</p> <p>I can make observations and express their views of the environment.</p> <p>I am able to talk about my feelings and what is making me feel like that.</p>	<p>To select appropriate materials according to their properties.</p> <p>To name and identify a range of different materials and to know how they are used in familiar environments.</p> <p>I can explain why geographic changes occur.</p> <p>I can ask questions about their familiar world (where they live or the natural world</p> <p>To be able to talk about what makes them unique.</p>	

			exist and what they do. I can talk about some features of the areas where I live.					
<p>Expressive arts and design (EAD)</p> <p>Links to: DT Music Art</p>	<p>Nursery Skills</p>	<p>Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm.</p> <p>To learn about art and music of Africa for Black History Month.</p> <p>Uses various construction materials.</p>	<p>Sing familiar Nursery Rhymes.</p> <p>To use different colours and materials to make Rangoli Patterns.</p> <p>To make salt dough Diva's.</p> <p>To make Christmas cards and decorations for friends and family using a range of media.</p> <p>To make Hanukah cards. To make patterns with paint and different objects. Joins construction pieces together to build and balance.</p>	<p>To use scissors effectively.</p> <p>To begin to act out different scenarios from familiar stories.</p> <p>Sing familiar Nursery Rhymes.</p> <p>Beginning to construct, Stacking blocks vertically and horizontally, making enclosures and creating spaces.</p>	<p>To learn about different textures and talk about them.</p> <p>Feely bag activities with different objects for children to feel and describe.</p> <p>To engage in role play by making stick puppets of different story characters.</p> <p>Sing familiar Nursery Rhymes.</p> <p>Realises tools can be used for a purpose.</p>	<p>To use puppets and props to act out different traditional stories.</p> <p>To make masks for role play.</p> <p>Sing familiar Nursery Rhymes.</p> <p>Uses available resources to create props to support role-play.</p>	<p>Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm.</p> <p>To listen to music and create movements to the different beats.</p> <p>To construct with bricks and blocks to make an enclosure.</p>	<p><u>Creating with Materials.</u></p> <p>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>*Share their creations, explaining the process they have used.</p> <p>*Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>Being Imaginative and Expressive</u></p> <p>*Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>*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.</p>
	<p>Nursery Knowledge</p>	<p>To know that different musical instruments make different sounds and to differentiate between the</p>	<p>To know how different colours and materials can be used to create things.</p>	<p>To know how colours can be mixed to make a new colour.</p> <p>To use their imagination to</p>	<p>To know about the different materials and what can be created with them.</p>	<p>To know how to use props appropriately for particular stories.</p>	<p>To know that body movements can be changed depending on the rhythm to achieve a</p>	

	YR Skills	<p>sounds.</p> <p>To know that certain art types belong to different cultures. E.g. Africa.</p> <p>For children to be able to construct with a purpose and safely.</p>	<p>To learn about art and crafts from different cultures e.g. Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world.</p>	<p>create different works of art.</p> <p>For children to be able to construct with a purpose and safely</p>	<p>To use their knowledge of stories in acting them out with friends.</p>	<p>To know that they can change their voices whilst acting out stories to create a dramatic effect.</p> <p>For children to be able to construct with a purpose and safely.</p>	<p>desired effect.</p> <p>To know that different construction toys can be used to make new things that can be used in pretend play.</p>	
		<p>To remember the words to a range of songs.</p> <p>To give meaning to the marks that are made.</p> <p>Explore singing at different speeds and pitch to create moods and feelings.</p> <p>Explore the different sounds instruments can make.</p>	<p>To design a Rangoli Pattern.</p> <p>To use role play to show how 'People who Help Us'.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Discover how to use the voice to create loud/soft sounds.</p> <p>Choose an instrument to create a specific sound.</p>	<p>To explore and recreate Aboriginal Art.</p> <p>To draw a range of plants and fruits.</p> <p>To use resources to create own props.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Listen to music and respond by using hand and whole-body movements.</p> <p>Sing echo songs and perform movements to a steady beat.</p> <p>Play instruments to a steady beat and understand how to hold and play an</p>	<p>To use a range of resources to create own props to aid role play.</p> <p>To plan, carry out and evaluate and change where necessary.</p> <p>Manipulates materials to achieve a planned effect.</p>	<p>To use what they have learnt about media and materials in an original way and be able to explain their choices.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Choose different instruments including the voice to create sound effects in play.</p> <p>Experiment performing songs and music together with body movements to a steady beat</p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	

				instrument with care. Listen to different sounds (animal/water etc) and respond with voice and movement.		Express feelings in music by responding to different moods in a musical score.		
	YR Knowledge	<p>To learn a range of songs from around the world.</p> <p>To play a range of instruments and explore their sounds.</p> <p>To know that people from different countries may have different traditions.</p> <p>For children to be able to safely construct with a purpose and evaluate their designs.</p>	<p>To learn the names of different tools and techniques that can be used to create Art.</p> <p>To know how to use their voice to create different sounds.</p> <p>To experiment with creating different things and to be able to talk about their uses.</p>	<p>To understand that pictures can be created by making observations or by using imagination.</p> <p>To know how to listen to and play an instrument to a beat.</p> <p>To use paints, pastels and other resources to create observational drawings.</p> <p>For children to be able to safely construct with a purpose and evaluate their designs.</p>	<p>To use a range of props to support and enhance role play.</p> <p>To identify and select Resources and tools to achieve a particular outcome.</p>	<p>To know the different uses and purposes of a range of media and materials.</p> <p>To perform a range of familiar songs.</p> <p>For children to be able to safely construct with a purpose and evaluate their designs.</p>	<p>To describe ways of safely using and exploring a variety of materials.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	