

Curriculum Coverage and Progression of Skills in the Early Years Foundation Stage (2023-2024)



Art in the EYFS Expressive Arts and Design

Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...
<p>Reception:</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources 	<p>Creating with materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. <p>UTW: The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<ul style="list-style-type: none"> Self-portraits, Superhero masks. Firework pictures, Christmas decorations, Christmas cards, Divas, The use of story maps, props, puppets & story bags for children to retell, invent and adapt stories. Role Play and performances. Including preparing , rehearsing and performing a Nativity Rousseau’s Tiger / animal prints. Collage owls / symmetrical butterflies Chinese writing, puppet making, Chinese music and composition Shadow Puppets Collage-farm animals. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother’s Day crafts Easter crafts Home Corner role play Artwork themed around Eric Carle / The Seasons – Art Pictures of outer space. Exploration of other countries – dressing up in different costumes. Sand pictures / Rainbow fish collages Paper plate jellyfish Puppet shows Salt dough fossils Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures. Father’s Day Crafts 	<p>Knowledge:</p> <ul style="list-style-type: none"> I know that when I mix two colours it makes a different colour. I know how to match the colours I see to what I want to represent. I know how to use paint tools with care and precision. I know red and blue makes purple. I know yellow and blue makes green. I know red and yellow makes orange. I know that artists create works of art. I can talk about what I see in a picture or piece of art. I know how to use a paint brush and pallet. I know how to draw a simple face. I can talk about my artwork. I know that materials can be joined / mixed to create interesting effects. I can draw the things I see around me, making simple representations. <p>Vocabulary:</p> <ul style="list-style-type: none"> Colour, paint, mix, water, blend, change, light, dark, pallet, brush, shade Portrait, features, line, shade, texture, detail, shape. Design, create, make, join observe, Artist, Pens, pencils, crayons, pastels, poster paint, watercolours, chalk, clay, wool, material

		<p>General learning throughout the year</p> <ul style="list-style-type: none"> • Child-led activities • Exploring a range of media throughout the year – pens, pencils, crayons, pastels, poster paint, watercolours, marbling, clay, wool, material and food materials etc • Outdoor art using a range of mark making materials such as paint rollers and different sized brushes on a large scale. • Craft Area enables children to self-select resources that they need / want to test out including masking tape and glue to join 	
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Computing in the EYFS

Computing

Within the new EYFS curriculum the 'Technology' strand has been removed from 'Understanding the World' and has not been replaced with any updated guidance. However, computing and technology are still vitally important subjects to teach to Foundation children. Teaching computing within the curriculum ensures that children enter Year 1 with a strong foundation of knowledge. Computing lessons in the EYFS also ensure that children develop listening skills, problem-solving abilities and thoughtful questioning — as well as improving subject skills across the seven areas of learning.

We live in a technological world and there is no escape from the reality that technology is integrated into the lives of young children. Just as we ensure the children in our care are ready for the adult world by teaching them maths and literacy, we should also make sure that they are fluent in computer literacy and all-important e-safety.

Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...
<p>Reception: Personal, Social and Emotional Development:</p> <ul style="list-style-type: none"> • Show resilience and perseverance in the face of a challenge. • Know and talk about the different factors that support their overall health and wellbeing: • sensible amounts of 'screen time' <p>Physical Development:</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of 	<p>Personal, Social and Emotional Development: Managing self:</p> <ul style="list-style-type: none"> • 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 <p>Expressive Arts and Design: Creating with Materials:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, 	<p>Continuous Provision – available throughout the day for both focussed and self-chosen learning</p> <p>A range of technology is available within the classroom and outside for the children to access, both independently and with an adult.</p> <ul style="list-style-type: none"> - Tablets - Computers – games / activities linked to the topic or maths being covered each week. - Remote control toys. - Battery operated toys - Beebots - CD players - Interactive white boards – Phonics Play / Topmarks / Google Earth / Digimap. - iPads - Drawing, sorting, information gathering. 	<p>Knowledge: Personal, Social and Emotional Development</p> <p>I can wait a short amount of time for something I want eg: a computer loading / an App to work..</p> <p>I know how to complete a familiar task independently and with support will try new things. Eg: a computer programme / Beebot.</p> <p>I can select tools and resources that I need to complete a task of my own choosing.</p> <p>I know how to be safe online.</p> <p>I know that a password is secret.</p> <p>Physical Development</p> <p>I know how to use an iPad or tablet</p>

<p>tools competently, safely and confidently.</p> <p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<p>experimenting with colour, design, texture, form and function.</p> <p>Understanding the World: Past and Present:</p> <ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. Know some differences and similarities between things in the past and now, drawing on their experiences. <p>People, Culture and Communities:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, texts, maps. 	<p>- Sound buttons – children can listen to a pre-recorded challenge or record their own answers.</p> <p>- exploring old typewriters / computers / mechanical toys.</p>	<p>appropriately.</p> <p>I know how to use my fingers on a touch screen, and control a mouse/touchpad on a computer.</p> <p>Understanding the World</p> <p>I know how to use a camera ie: on an iPad.</p> <p>I know how to work a simple programable toy.</p> <p>I can select and use technology for particular purposes.</p> <p>I know how technology is used in my own home.</p> <p>I know that technology has changed since my adults were young.</p> <p>Expressive Art and Design</p> <p>Children can safely use a range of technology for a purpose.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Computer, iPad, tablet, App, button, mouse, screen, keyboard, Google, information, control, instruction, internet, robot, save, sequence, instructions, search, safety, online, password,
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DT in the EYFS

Expressive Arts and Design

Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...
<p>Reception:</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	<p>Creating with materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> Building models and props using construction equipment. Junk modelling, Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats Designing homes for hibernating animals. Designing and making animal masks. Making lanterns, Making puppets / Shadow Puppets Designing and building scarecrows. 	<p>Knowledge:</p> <ul style="list-style-type: none"> I know how to use scissors safely. I can cut along a straight line. I can cut along a wavy line. I can join to items using tape. I can use glue to fix items together I know how draw a plan. I know that I can adapt and change something I have made. I can work with a friend, sharing ideas.

<ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources. 		<ul style="list-style-type: none"> • Design and make rockets. • Design and make objects astronauts may need in space, thinking about form and function. • Junk modelling, houses, bridges, boats and transport. <p>General learning throughout the year</p> <ul style="list-style-type: none"> • Children can self-select from a range of tools and materials in the continuous provision. • Children learn by experimenting with tools such as scissors, staplers and hole punches. They make use of fixing and joining materials such as sellotape, masking tape, string, pipe cleaners and glue. • Through questioning children are encouraged to talk about what they like about their work and other children's designs and how they would improve it. • Help to design and make small worlds in line with topic. 	<ul style="list-style-type: none"> • I know that some materials are better for building with than others. • I can talk about what I have made and say why. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Scissors, cut, straight, join, hold, fix, glue, shape, safely, colour, design, plan, create, make, explain, why, change, together, features, pieces.
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Geography in the EYFS

Understanding the World

Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...
<p>Reception:</p> <ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. 	<p><u>ELG People and Places</u></p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. • Explain some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class. <p><u>ELG The Natural World</u></p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments. Drawing 	<ul style="list-style-type: none"> • Exploring new school. • Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. • <i>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listening to what children say about what they see</i> • <i>Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</i> • Handa's Surprise - explore a different country. • Talk about their homes and what there is to do near their homes? Drawing comparisons. • Drawing/painting or constructing their homes. • Talking about travel to school - how they got to school and what mode of transport they used. • Introduce the children to a range of transport and where they can be found. 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • I know where I live • I know some of the features of my immediate environment. • I know the name of my school and can say some of the things I pass on my way to school. • I know some of the people who work in my community and what they do. • I know the names of the four seasons. • I know the main features of the weather in each of the seasons. • I know that not all places in the world are the same. • I know some of the animals and plants that live and grow around me. • I know what harvest is. • I know some of the festivals that are celebrated around the world.

	<p>on their experiences and what has been read to them in class.</p> <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Environments – Explore features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different. Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. <p>General learning throughout the year</p> <ul style="list-style-type: none"> Maintaining a daily weather and seasons chart Opportunities to plant and grow seasonal fruits and vegetables. 	<ul style="list-style-type: none"> I know that different foods are grown around the world. I know that London is the capital of England. I know some animals from different parts of the world. <p>Vocabulary:</p> <ul style="list-style-type: none"> Slindon, West Sussex, United Kingdom, Great Britain, World, country, town, city. London, capital, near, far, Africa Community, jobs, doctor, teacher, shop, park, binmen, carers, road, map Harvest, seasons, Autumn, Winter, Spring, Summer, weather Farm, beach, countryside, city, town
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History in the EYFS

Understanding the World

Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...
<p>Reception:</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Comment on images of familiar situations in the past. Compare and contrast characters from stories including figures from the past. 	<p>Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of 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. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. 	<ul style="list-style-type: none"> Looking at family trees - Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Talk about what they do with their family and places they have been with their family. Draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Introduce children to different occupations and how they use transport to help them in their jobs. 	<p>Knowledge:</p> <ul style="list-style-type: none"> I know about my family and where I was born. I know that as I get older I can do different things. I know that my Grandparents are my Mum and Dads parents. I know that things have changed since my Mum and Dad were little. I know which objects are from the past and which are modern. (toys / home artefacts) I know some facts about people from the past I know that some stories have been around for a long time and that some are new. I know that families celebrate in different ways. I know some celebrations / festivals and can say why they are celebrated (Christmas, Easter, Bonfire Night, Diwali, Chinese New Year).

	<ul style="list-style-type: none"> Know some similarities and differences between families, different religious and cultural communities, cultures and traditions. 	<ul style="list-style-type: none"> Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Introduce historical vocabulary Talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. <i>Listening to stories and placing events in chronological order.</i> Introduce the children to NASA and America. Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. Discuss where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. Seasides long ago – Magic Grandad <p>General learning throughout the year:</p> <ul style="list-style-type: none"> Through interactions talking about what they did yesterday, last week, last year. Personal history; how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year. Learning about the family traditions of children in class from different cultural backgrounds. 	<p>Vocabulary:</p> <ul style="list-style-type: none"> Old, new, past, present, yesterday, today, tomorrow, family, grandparents, history, traditional tales, change, different, same, Guy Fawkes.
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Music in the EYFS

Expressive Arts and Design

Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...
Reception:	<p>Being Imaginative</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. 	<p>General learning throughout the year</p> <ul style="list-style-type: none"> Charanga – Me, My Stories, Everyone, Our World. Weekly opportunities to learn new songs related to topic work. 	<p>Knowledge:</p> <ul style="list-style-type: none"> I know and can name some nursery rhymes. I know 10 nursery rhymes by heart.

<ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> • Perform songs, rhymes and poems and other stories with others and (when appropriate) try to move in time with the music 	<ul style="list-style-type: none"> • Singing songs and rhymes from a variety of genres and cultures • Build up a repertoire of nursery rhymes and familiar songs. • Learn worship songs. • Using musical instruments in the outside area and role play. • Creating movement to music eg: move like jungle animals, astronauts, African animals, growing plants and weather. • Singing and performing to our friends and parents • Performing the school nativity production • Play movement and listening games • Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. • Listen to and join in with stories / poems with repetitive refrains. • Move in time / appropriately to rhymes, songs, instruments and classical music. • Call and response songs. 	<ul style="list-style-type: none"> • I know and join in with familiar worship songs. • I know how to clap the pulse (beat) • I know how to play some percussion instruments correctly. • I know the names of some percussion instruments. • I know that instruments make different sounds. • I know that pitch is how high or low a sound is. • I know that performance is sharing music with others. • I can create my own music. • I can talk about music I have heard. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Song, sing, pulse, high, low, loud, quiet, clap, volume, repeat, copy, rhythm, performance, perform, instrument, drum, tambourine, wood block, xylophone, maracas
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PE in the EYFS

Physical Development – Gross Motor

Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...
<p>Reception:</p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Combine different movements with ease and fluency. 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and co-ordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>Weekly PE session OAA – Forest School</p> <p>Opportunities open to all during continuous provision;</p> <ul style="list-style-type: none"> • Basket ball hoop • Bikes and trikes • Scooters – stand up and sit down. • Hoops • Balls and beanbags • Assault course • Role play – stage and music • Firework dances – ribbons and material. • Daily dough disco • Balance beam and stepping stones • Tyres • Stilts 	<p>Knowledge:</p> <p>Dance:</p> <ul style="list-style-type: none"> • I know how to march in time to music by myself and with a partner. • I can make up a simple dance with 3 parts. • I know the parts of dance and can remember what to do. • I know how to move in different directions with speed and control. <p>Gymnastics:</p> <ul style="list-style-type: none"> • I know how to do a standing straight shape, star shape and tuck with control. • I know how to balance.. • I can hold these shapes for a count of 3. • I can travel safely around a space and along benches. • I can link simple movements to make a short sequence. • I can travel on my feet and hands and feet safely around a space and over benches. • I can perform a simple sequence of movements. <p>Games:</p>

<ul style="list-style-type: none"> • Confidently and safely use a range of large and small indoor and outdoor apparatus – alone and in groups. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. 			<ul style="list-style-type: none"> • I know how to move safely in a space, changing direction with control. • I can carry and aim equipment safely. • I know how to roll an object. • I know how to throw a ball. • I know how to catch a beanbag or medium sized ball. • I can kick a ball with increasing control. <p>Vocabulary: Dance: Marching/Timing/Action/Dance/Perform/Turning/Repeat/Rhythm/Pathways/Posture/Soldier/Individual/Partner/Control/Speed/Range/Actions/Mirror/Lead/Follow/Gently/Tip-Toes/Heavily/Stomp/Robotic</p> <p>Gymnastics: Straight/Star/Tuck/Control/Perform/Repeat/Link/Balance/Identify/Gymnastics/Movement/Stretch/Count/Copy/Explore/Practice/Linking/Travelling/Start/Finish/Body/Safely/Stillness/Position/Remember/Whole/Individual</p> <p>Games: Space/Change/Direction/Control/Safely/Aim/Roll/Carry/Throw/Catch/Bounce/Dribble/Kick/Freeze/Stretch/Crouch/Jogging/Balance/Slowly/Backwards/Forwards/Receiving/Sending/One handed/Two handed/Balloon/Target/Successfully/Avoid/Technique/Bibs/Tails/HulaHoops/Quoit/Equipment/Passing/Ball/Landing/Jog/Jump/Reverse/Turn/Crouch/Crab/Weave</p>
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PSHE in the EYFS

Personal Social and Emotional Development

Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...
<p>Reception:</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive & respectful relationships • Express their feelings and the feelings of others 	<p><u>Self-Regulation</u> –</p> <ul style="list-style-type: none"> • 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 	<p><u>General learning throughout the year</u></p> <ul style="list-style-type: none"> • Circle time sessions • Listening games • Talking partners • Playground buddies • Teach playground games during freeflow • Model good listening and turn taking. 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • I know how to express how I feel. • I know that I can talk to familiar adults in our school. • I know how to listen to others. • I know how to follow a simple instruction. • I know when I am feeling happy, sad or angry. • I know why we have rules.

<ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Be tolerant of others and think about the perspective of others. • Manage their own needs – persona hygiene. • Know and talk about the different factors that support their overall health and wellbeing: • Regular physical activity • Healthy eating • Toothbrushing • Sensible amounts of ‘screen time’ • Having a good sleep routine • Being a safe pedestrian 	<p>control their immediate impulses when appropriate.</p> <ul style="list-style-type: none"> • 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><u>Managing Self</u></p> <ul style="list-style-type: none"> • 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; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Cbeebies – Teddles – Brush your teeth / wash your hands. • Join in with a variety of simple songs. • Discuss and share family celebrations such as birthdays / Christmas / Easter • Share stories daily and talk about what has happened and why / moral / what does that mean for us? • Worry monsters. • Class rules and routines • Role play – being friends • Random acts of kindness • Sports day – taking part, working as a team. 	<ul style="list-style-type: none"> • I know how to get dressed. • I know how to use the toilet. • I know that some foods are healthy and that others are unhealthy. • I know how to take turns. • I know how to be a good friend. • I know when other people are feeling sad. • I know the difference between good and bad actions. <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Feelings – happy, sad, angry, upset, hurt, worried, scared. • Rules, behaviour, listen, share, friend, turn • Healthy, unhealthy
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RE in the EYFS

Understanding the World

Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...
<p>Reception:</p> <ul style="list-style-type: none"> • Build constructive & respectful relationships • Express their feelings and the feelings of others • Show resilience and perseverance • Be tolerant of others 	<p>People, culture and communities</p> <ul style="list-style-type: none"> • 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. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts. 	<p><u>Emmanuel Project:</u> <u>ENGAGE / ENQUIRE / EXPLORE / EVALUATE</u></p> <p>A1 - Why is the word ‘God’ so important to Christians? (A Muslim whispering Allah in a baby’s ear) EYFS</p> <p>A2 - Why do Christians perform nativity plays at Christmas? (A Muslim story: Muhammad and the Ants) EYFS</p> <p>SP1 - How can we help others when they need it? (A Sikh story: Har Gobind and the 52 Princes)</p>	<p><u>Knowledge:</u> God/Creation – I know that...</p> <ul style="list-style-type: none"> • Christians believe that God created the heavens and the earth. • Christians believe that they must treat God’s name with respect. • They believe that the earth and everything in it belongs to God and that he gave them special jobs to do. Adam was given a special job to care for the animals.

<ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 	<p>Building relationships</p> <ul style="list-style-type: none"> • 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>SP2 - Why do Christians put a cross in an Easter garden? (A Buddhist story: The Monkey King)</p> <p>SU1 - What makes every single person unique and precious? (Hindus celebrating at Raksha Bandhan) EYFS</p> <p>SU2 - How can we care for our wonderful world? (Tu be Shevat: the Jewish 'Birthday of Tress')</p> <p>General learning throughout the year</p> <ul style="list-style-type: none"> • Daily and collective worship • Daily prayer • Discuss and share family celebrations such as Christmas and birthdays. • Who lives and works in our community? - What can we do you 'Spur them on with love and good deeds?' • Children explore alternative festivals and celebrations through topic learning eg Diwali, Easter, Holi, Chinese New Year, Halloween, Harvest Festival, Christingle and Bonfire night. • National festivals explored including Remembrance Day. • Share stories from around the world – discuss similarities and differences seen. • Who loves me? • How can we spur each other on? • Looking at RE through Art. • Sharing bible stories. • Role playing stories from the bible. • Music and songs • 	<ul style="list-style-type: none"> • Jesus told stories or parables about how much God loves Christians (the parable of the precious pearl). <p>Incarnation – I know that...</p> <ul style="list-style-type: none"> • The key events from the nativity story. • That Jesus was two or three when the wise men arrived. • That stories have changed over time and that we must go back to the original texts to understand what happened. • Understand why people perform nativity plays and where the first ones came from. • Jesus welcomes everyone even the little children. • Jesus loves everyone so much that he even knows the number of hairs on someone's head. <p>Salvation – I know that...</p> <ul style="list-style-type: none"> • Christians remember Jesus' last week at Easter. • Jesus' name means 'He saves'. • Christians believe Jesus came to show God's love. • Christians try to show love to others. <p>Vocabulary:</p> <ul style="list-style-type: none"> • God/Creation God Creation, Adam, Eve, Animals, Respect, Believe, Stewardship, Parables, Pearl, Precious, • Incarnation Jesus, Christmas, Heaven, God, Wise men, Magi, Shepherds, Nativity, Incarnation, Human, God, Saviour, Herod, World, • Salvation Jesus, God, Salvation, Cross, Disciples, Donkey, Hosanna, Palm, leaves, Palm Sunday, Good Friday, Easter Day, Resurrection, The Good Samaritan. • Thematic units Special Stories Religious, Muslims, Islam, Hindu, Hinduism, Christianity, Christians, Believe.
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Science in the EYFS

Understanding the World

Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...
<p>Reception:</p> <ul style="list-style-type: none"> Learn new vocabulary Ask questions to find out more and to check what has been said to them Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen Use new vocabulary in different contexts Know and talk about different factors that support overall health and wellbeing such as: regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine Being a safe pedestrian. Explore the natural world around them Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>Managing Self</p> <ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Make comments about what they have heard and ask questions to clarify their understanding. 	<ul style="list-style-type: none"> <i>Naming parts of our body</i> <i>Visits – doctor / dentist / nurse</i> <i>Talk about keeping healthy / healthy eating</i> <i>Seasonal changes.</i> <i>What can we do here to take care of animals in the jungle?</i> <i>Compare animals from a jungle to those on a farm.</i> <i>Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo.</i> <i>Nocturnal Animals</i> <i>Making sense of different environments and habitats.</i> <i>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</i> <i>Draw pictures of the natural world, including animals and plants</i> <i>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.</i> <i>Explore weather, culture, clothing, housing.</i> <i>Change in living things – Changes in the leaves, weather, seasons,</i> <i>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</i> <i>Building a ‘Bug Hotel’</i> <i>Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</i> <i>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</i> <i>Look for children incorporating their understanding of the seasons and weather in their play.</i> 	<p>Knowledge:</p> <ul style="list-style-type: none"> I know some foods that are healthy and not healthy. I know why we need to wash our hands and brush our teeth. I know how to use the toilet. I know how to get myself dressed. I know some body parts and can say what they do. I know who is in my family, including pets. I know the difference between animals and plants. I know the names of different animals: from our country and far away. I know the names of the four seasons. I know what the weather is like in each of the seasons. I know the main changes that happen in Autumn, Winter, Spring and Summer. I know that ice melts when it gets hot. I know that water turns into ice when it freezes. I know that some animals sleep during the winter. I know that the weather is different in different parts of the world. I know that a plant needs light, soil and water to grow. I know that plants die if they don’t have enough water. I know that some food grows on trees and some comes from plants on and under the ground. I know that a tadpole becomes a frog and a caterpillar becomes a butterfly. I know that some materials float and some sink. I know that some materials are more suited to jobs than others. I know that my actions affect the world. I know the name of some insects.

		<ul style="list-style-type: none">• Materials: Floating / Sinking – boat building Metallic / non-metallic objects	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none">• Healthy, unhealthy, germs, head, legs, arms, hands, feet, shoulders, face, eyes, ears, mouth, tongue, teeth heart, brain, bones, skin.• Dog, cat, fish, hamster, rabbit cow, horse, sheep, goat, elephant. tiger, lion, crocodile, giraffe.• Autumn, winter, spring, summer, weather, hot, cold, snowing, freezing, warm, wet, cloudy, harvest, farming, leaves, light, dark, desert, polar.• Plants, grow, soil, sunlight, fruit, vegetable, tree, flower, bush, water.• Life cycle, grow, change, tadpole, froglet, frog, larva, caterpillar, chrysalis, cocoon.• Material, float, sink, plastic, fabric, wood, strong, waterproof, bendy, light,• Pollution, recycle, rubbish, environment, community.• Minibeast, ant, spider, worm, snail, habitat.
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