

## EYFS Knowledge and Skills Progression 2023 – 2024

### Communication and Language Statutory Educational Programme

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

KNOWLEDGE (I know... I understand...)	SKILLS (I will be able to... I can... )
<p>I know the Talk Partner rules in my classroom.</p> <p>I will know how to be a good listener.</p> <p>I will know the new vocabulary we are learning and use it in different contexts</p> <p>I will learn to ask questions to find out more and check I understand what has been said to me.</p> <p>I will understand why listening is important.</p> <p>I know some prepositional language e.g. under, on top, behind.</p> <p>I will know how to sing our class songs and rhymes.</p>	<p><b>Listening, Attention and Understanding</b></p> <p>I will be able to listen carefully to the teachers and my class mates.</p> <p>I will be able to follow a story or non-fiction text with and without pictures or props.</p> <p>I will be able to listen to and join in with songs and rhymes.</p> <p><b>Speaking</b></p> <p>I will be able to talk in front of small groups and adults in my classroom, offering my own ideas.</p> <p>I will talk in sentences which use conjunctions.</p> <p>I will use new and recently introduced vocabulary in a range of contexts.</p> <p>I will use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>I will be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p>I will talk in sentences using a range of tenses.</p>

**How is it taught?**

C&L is interwoven into all elements of the EYFS in each term through:

- a rich language environment with lots of opportunities to speak
- listening and engaging in story time and non-fiction texts
- answering and asking questions in whole class teaching sessions
- learning rhymes, poems and stories
- circle time and PSHE activities
- explicit teaching of new vocabulary
- EAL talking interventions

**ELG End of EYFS Assessment Criteria:****Listening, Attention and Understanding**

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

**Speaking**

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## **PSED Statutory Educational Programme**

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

### **KNOWLEDGE (I know... I understand...)**

#### **Identity, society and equality:**

I know our class rules / expectations.

I know some ways in which I can be kind to others.

#### **Physical health and wellbeing:**

I know how to play some team playground games.

I know why it is important to wash my hands properly.

I know the names of some foods that we have tried when learning about different cultures.

I know some ways that I can keep healthy in relation to: food  
drink and sleep

I know why it is important to brush my teeth twice a day.

I know that keeping healthy means: regular physical activity, making  
healthy food choices, having a good sleep routine and tooth brushing x 2  
a day.

#### **Keeping safe and managing risk:**

I know what a stranger is.

I know some ways in which I can stay safe/manage risk at school  
e.g. walking inside, picking things up off the floor, stacking blocks  
carefully.

I know that there are some parts of my body that should stay private.

I understand what is meant by a sensible amount of screen time.

#### **SRE:**

I know some things that babies can / can't do.

I know some ways I have changed since I was a baby.

#### **Mental health and emotional wellbeing:**

I know that there are different emotions / feelings.

I know some strategies I can use when I fall out with my friends.

I can use some taught strategies to help me calm down.

### **SKILLS (I will be able to... I can... )**

#### **Identity, society and equality:**

I can talk about my likes/dislikes.

I can take on responsibilities in the class e.g. taking the register

I can consider the feelings of others.

I can cooperate.

I can identify things I am good at.

I can play some team playground games.

#### **Physical health and wellbeing:**

I can manage my own personal needs by following clear steps to wash my  
hands.

I can manage my own personal needs by zipping / unzipping up my own coat  
independently.

I can line up, queue and take turns during the routines of the school day.

I know not to run inside the classroom and school.

I can eat / taste food from different cultures / festivals covered through the  
year.

I can talk about changes that happen when we do / do not make healthy  
choices.

I can talk about healthy / unhealthy foods/drinks.

I can brush my teeth effectively.

#### **Careers:**

I can talk about challenges in my play.

I can encourage others.

I can talk about goals I would like to achieve.

I can talk about who is in my family and their jobs / roles.

#### **Keeping safe and managing risk:**

I can talk about people who help us in our local community.

I can say what I would do if I was lost.

	<p>I can say how I can keep safe online.</p> <p>I can keep my fingers out of the Guinea Pig cage.</p> <p>I can sweep up the sand if it gets on the floor.</p> <p><b>SRE:</b></p> <p>I can talk about how animal babies change into adults and name some.</p> <p><b>Mental health and emotional wellbeing:</b></p> <p>I can be kind to others in a range of contexts.</p> <p>I can name different feelings and emotions.</p> <p>I can identify when I am feeling different emotions and begin to understand why I might be feeling them.</p> <p>I can stand up for myself.</p> <p>I can talk about emotions I might be feeling during times of transition / change.</p> <p>I am developing my ability to think about friendships and how to solve problems between friends.</p>
<p><b>How is it taught?</b></p> <ul style="list-style-type: none"> <li>- whole class and small group sessions</li> <li>- celebrating difference and building relationships</li> <li>- circle time</li> <li>- positive play</li> <li>- planned opportunities for collaborative learning in the Continuous Provision</li> </ul> <p><b>Ongoing skills to be addressed through circle times throughout the year.</b></p> <ul style="list-style-type: none"> <li>- see themselves as a valuable individual</li> <li>- build constructive and respectful relationships</li> <li>- express their feelings and consider the feelings of others</li> <li>- show resilience and perseverance in the face of a challenge</li> <li>- identify and moderate their own feelings socially and emotionally</li> <li>- think about the perspectives of others</li> <li>- manage their own needs</li> <li>- form positive attachments to adults and friendships with peers.</li> <li>- show sensitivity to their own and to others' needs.</li> </ul>	<p><b>ELG End of EYFS Assessment Criteria:</b></p> <p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> </ul>

### Physical Development Statutory Educational Programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

#### KNOWLEDGE (I know... I understand...)

##### Gross – Motor

I know some ways that I can control a ball with my hands and my body.  
I know how to use P.E. equipment safely.  
I know some rules for different group games.  
I know why it is important to move safely around my school.  
I know how to stay safe whilst using the climbing frames / playground markings.  
I know why it is important to move around safely whilst doing P.E. in spaces such as the hall and playground.  
I know some words to describe movements I might make in dance / PE lessons.  
I know some ways I can keep safe whilst using P.E. climbing equipment.  
I know how to use the scooters, body boards and bikes safely.  
I know how to use the slope safely.

##### Fine – Motor

I know how to position my hand on a knife and fork.  
I know where to place my fingers and thumb on a pencil. I know what a good handwriting position is.  
I know which kind of scissors I need to use and how to hold them to cut successfully.  
I know that shapes can be used to represent things in drawings.  
I know how to keep my fingers out of the way when chopping a range of things.  
I know that I need to turn the paper in the direction I want to cut when cutting out simple shapes.

#### SKILLS (I will be able to... I can... )

##### Gross – Motor

**I can become more confident and precise in the following movements and begin to combine them:**

- walking – travelling confidently in different directions including backwards
- running – showing an understanding of how to increase speed and slow speed down
- crawling – coordinating 4 limbs simultaneously, able to travel forwards and backwards in straight lines, commando crawl
- jumping - showing control when landing on two feet. Beginning to swing arms to jump further
- skipping – showing coordination to move with increasing speed
- climbing – understand the need to check footing and hand grips.

I can stretch, reach, extend in a variety of ways and positions.  
I can control my body and perform specific movements on command.  
I can explore balance and manage my own body including manipulating small objects.  
I can move confidently and cooperatively in space.  
I can travel in a range of ways.  
I can make actions in time to music.  
I can perform a wide variety of dance actions both similar and contrasting.  
I can copy, repeat, and perform simple movement patterns.  
I can jump, slide, roll, move over, under and on apparatus.  
I can send and receive a variety of objects with different body parts.  
I can work with others to control objects in space.

<p>I know some strategies to help me cut out more complex shapes e.g. trimming around to remove excess paper then cutting closer to the boundary.</p> <p>Scissor Skills</p> <p>I know that I need to turn the paper in the direction I want to cut when cutting out simple shapes.</p> <p>I know some strategies to help me cut out more complex shapes e.g. trimming around to remove excess paper then cutting closer to the boundary.</p>	<p>I can coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways.</p> <p>I can travel with some control and coordination.</p> <p>I can change direction at speed through both choice and instructions.</p> <p>I can perform actions demonstrating changes in speed.</p> <p>I can stop, start, pause, prepare for and anticipate movement in a variety of situations.</p> <p><b>Fine - Motor</b></p> <p><i>Pencil/ Brush Skills:</i></p> <p>I use a dominant hand</p> <p>I can make marks in different directions</p> <p>I can imitate shapes that use multiple movements such as x I can write recognisable letters.</p> <p>I can use core muscle strength to achieve good posture</p> <p>I can hold and use a pencil confidently</p> <p>I am moving towards an effective tripod grip (may be static)</p> <p>I am developing the foundations of an appropriate handwriting style</p> <p>I can hold a pencil effectively- dynamic tripod grip</p> <p>I can form letters accurately using the correct movements</p> <p><i>Scissor Skills:</i></p> <p>I can hold scissors in one hand in a comfortable and effective way (may need squeeze scissors).</p> <p>I can cut along a curved line and straight line.</p> <p>I can cut a fringe.</p> <p>I can cut out a hole in the middle of a piece of paper.</p> <p>I can cut out simple shapes e.g. circles, squares, triangles</p> <p>I can use a helping hand to hold and help to guide the paper (non- dominant hand)</p> <p><i>Paper folding skills:</i></p> <p>I can make a good fold and press the crease.</p> <p>I can fold paper in a concertina.</p> <p>I can fold paper to make shapes, envelopes and cards.</p> <p><i>Cutlery Skills:</i></p> <p>I can use a knife to spread things e.g. onto bread.</p> <p>I can use a knife to chop soft things e.g. playdough.</p> <p>I can cut a variety of foods, holding the knife correctly, using one hand to steady the food</p> <p>I can use a fork to hold food still while cutting it with a knife</p>
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	<p>I can use a knife and fork independently most of the time.</p> <p><i>Drawing Skills:</i></p> <p>I can draw around the outline of a shape / simple stencil</p> <p>I can draw simple people/animals (no neck or body)</p> <p>I can draw bodies with sausage limbs and additional features e.g. eyes / hair.</p> <p>I can draw objects and creatures in proportion to each other (e.g. elephant is bigger than a dog)</p> <p>I can spend a sustained amount of time on one drawing.</p> <p>I look closely at lines, shapes, size and patterns when producing an observational drawing</p> <p>I can draw a range of things e.g. self-portraits, landscapes, buildings, animals.</p> <p>I can use drawing to represent ideas like movements or loud noises.</p> <p>I can identify key features of living things.</p> <p>I can add finer details when drawing e.g. correct number of legs on an insect, details that show different emotions like happiness, sadness, fear etc.</p> <p>I can draw with precision around the outline of smaller / more intricate shapes / stencils.</p>
<p><b>How is it taught?</b></p> <p><b>Gross Motor</b></p> <ul style="list-style-type: none"> <li>- P.E. lessons</li> <li>- Ongoing opportunities in the C.P. environment including large construction, water play, climbing wall and wheeled vehicles.</li> <li>- Playtime/ lunchtime play sessions in the play ground</li> </ul> <p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>-Ongoing opportunities in the C.P. environment including writing table, peg boards, tweezers, threading, play dough, scissor, crafting.</li> <li>- Handwriting, Phonics and Literacy lessons – pencil grip, letter formation fine motor tasks</li> <li>- Lunch time eating opportunities</li> <li>- Cooking FTs</li> <li>- Making/ Cutting FTs</li> </ul>	<p><b>ELG End of EYFS Assessment Criteria:</b></p> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>•Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>•Demonstrate strength, balance and coordination when playing.</li> <li>•Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>•Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>•Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>•Begin to show accuracy and care when drawing.</li> </ul>

## Literacy Statutory Educational Programme

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### KNOWLEDGE (I know... I understand...)

#### Comprehension:

I know the main events and characters in stories I am already familiar with.

#### Writing:

I know some directional language and handwriting phrases to help me write most taught letters correctly e.g. up/down / around.

I know that my name starts with a capital letter.

I know what a finger space is.

I know that a sentence ends with a full stop and starts with a capital letter.

I know that sentences can be extended by using a connective and that things, people and places can be described using adjectives.

#### Reading

I know that words are made up of letters

I know the sounds that the taught letters make.

I know what the taught letters looks like.

I know the letters that are in my name.

I know how to read words made from taught sounds and taught 'tricky words'.

I know the Phase 3 diagraph sounds.

I know the Phase 2 and 3 diagraph and triagraph sounds.

I know how to read the Phase 2 and Phase 3 'Tricky words'.

### SKILLS (I will be able to... I can... )

#### Comprehension:

I can engage in story times, joining in with repeated phrases and actions

I enjoy an increasing range of books including fiction, non-fiction, poems and rhymes

I can suggest how a story might end.

I can retell key events in stories.

I can talk about the characters in stories.

I can sequence key events in stories

I can use new vocabulary that is influenced by my experiences of books.

I can answer who, what, when, where, why questions about a story.

#### Writing:

I can form recognisable letters by forming most correctly.

I can write the initial sound in a word.

I can hear, say and write sounds in cvc and ccvc words.

I can identify the correct number of sounds in a word.

I can write taught 'tricky words'.

I can write sentences with a capital letter, finger spaces and a full- stop.

#### Reading:

I can share my reading book, pointing to the words as I read.

I can read taught sounds and blend them into cvc, ccvc words.

I can read taught 'tricky words'.

I can segment cvc, ccvc words into separate sounds.

I can read simple sentences.



**How is it taught?****Story time:**

Story time daily – opportunities for a planned focus text and for children's choice.

Mystery Reader sessions – Spring and summer Term

**Focus Weekly Book:**

A quality text is read each week to explore a range of themes and genres.

**Story Vote:**

Reading for pleasure prioritised through daily story vote.

**Literacy lesson:**

Comprehension questions linked to the story of the week are shared weekly.

New/ Focus vocabulary shared weekly.

2 adult-led activities linked to the text each week.

Progress to children writing more independently in the summer term.

Discrete handwriting sessions weekly.

**Continuous Provision:**

Writing table with a weekly writing provocation.

Pupils have the opportunity to retell stories for the week in the book corner

Story-telling tuff tray/story sack activities and wider opportunities to create stories in small-world role play.

Range of genre writing accessible through continuous provision.

Writing opportunities in areas of provision e.g. architect's office encourage mark making in context.

**Phonics:**

Daily Phonics sessions following Letters and Sounds programme – working through Phase 2, 3 and starting Phase 4.

Jolly Phonics actions and songs used to support L&S

Phonics Play and Twinkl games used to support learning.

**Home/School Reading Scheme:**

Weekly one to one reading at school and at home.

**Library Session:**

Weekly visit to the school library to borrow a book to take home.

**Parent Involvement:**

Spring term 'Mystery Reader' sessions weekly.

**ELG End of EYFS Assessment Criteria:****Comprehension**

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

**Word Reading**

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- 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.

**Writing**

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

### Maths Statutory Educational Programme

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

#### Knowledge (I know... I understand)

##### Number

I know my number bonds to 5 (including subtraction facts) I know some number bonds to 10

I know my doubles to double 5.

I understand what the +, - and = signs mean.

##### Shape Space and Measures

I know some of the properties of common 2D shapes – circle, triangle, square, oblong, pentagon, hexagon.

I understand some of the similarities and differences between shapes.

I recognise and know the names of some common 3D shapes and begin to discuss their properties – pyramid, sphere, cube, cuboid, cylinder

#### Skills (I will be able to... I can...)

##### Number

I can count objects accurately pointing 1 to 1 at first.

I can count actions

I can count sounds

I can subitise to 6

I can link numerals to their cardinal value

I can accurately count beyond 10 by touching each object

I can represent numbers using a range of concrete resources and manipulatives

I can compare numbers within 10 using the language of 'more than', 'less than', 'fewer', 'the same as', 'equal to'.

I can find one more and one less than a given number within 5 then 10

I can explore the composition of numbers to 10 (through concrete resources and manipulatives)

##### Numerical Patterns

I can verbally count beyond 20, recognising the pattern of the counting system;

I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;

I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally / grouped / shared

##### Shape Space and Measures

I can select, rotate and manipulate shapes in order to develop spatial reasoning skills recognising how several shapes can be combined

I can compose and decompose shapes

	I can continue, copy and recreate patterns with different rules (ABAB, ABBA, AABB, ABBC) and spot mistakes.
<p><b>How is it taught?</b></p> <p><b>Maths lessons:</b></p> <p>2 x discrete maths lessons per week following WRM.</p> <p>Daily number of the day once all numbers have been introduced.</p> <p><b>CP:</b></p> <p>Puzzles and games area to practise, consolidate and extend taught skills.</p> <p>Opportunities to apply understanding in different areas of provision.</p> <p>Maths area to explore concepts recently taught.</p> <p><b>Whole class:</b></p> <p>WRM teaching sessions</p> <p>Calendar time.</p> <p>Group time speedy recall to improve fluency.</p> <p>Counting story vote.</p> <p>Self-registration.</p> <p>Number songs and rhymes with props and numbers</p>	<p><b>ELG End of EYFS Assessment Criteria:</b></p> <p><b>Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <ul style="list-style-type: none"> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• 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.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> </ul>

**Understanding the World Statutory Educational Programme (History / Geography / Science / R.E.)**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

**HISTORY: Past and Present****Knowledge (I know that...)****Me and My family**

I know that my family is part of history and has changed over time  
I know some things that happened before I was born (things in my family and relating to the key people in history).  
I know key events from my own life: birthdays / holidays / weddings / christenings / naming ceremonies etc.  
I know how I have changed from baby to now: when I was a baby I ...when I started nursery I...now I am at school I... (use family photos to support)  
I know some of the jobs that people in my family do  
I know some simple similarities and differences between my life at home compared with my grandparents.  
I know some similarities and differences between my life at school compared with my grandparents.  
**Skills I will learn as a Historian:**  
**Sources:**  
I will use photographs to discuss how time has changed.  
I will be able to say if something is the same/different.

**Skills (I will be able to... I can...)****Chronological skills:**

I will be able to talk about the past and present in my life and my family's lives  
I will be able to talk about some family customs and routines (e.g. birthdays, Christmas, Diwali)  
I will be able to talk about days/ months/ seasons.

**Source Skills:**

I will be able to use photographs, stories, non-fiction books, pictures and artefacts to learn about the past.  
I will be able to ask simple questions about the past

**How is it taught?**

History themed/focussed book in each half term

**CP:**

Opportunities to apply understanding and explain thinking at focus tables and in discussion with teachers and children.

**Whole class:**

Stories / non-fiction selected to encourage discussion about the past.  
Opportunities for parents to come in and talk about their jobs.

**Visit:**

Visit to Beknoscot Model Museum in Summer Term to see range of aspects of life in the past.

**ELG End of EYFS Assessment Criteria: Past and Present**

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

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**GEOGRAPHY/RE: People, Culture and Communities****Knowledge (I know that...)****Geography****Locational Knowledge**

I know simple features of my local environment e.g. shops, local places of worship, roads names, nature reserve.

I know the name of the country in which I live – England.

I know the name of our school, the road it is on and that it is in Barnet which is in London and that London is the capital city of England.

I know where Great Britain is on a world map.

I know some environments that are different to the one in which I live – compare local environments and nationally.

**Place Knowledge**

I know that a globe or world map shows the land and seas/oceans.

I know that the land is made up of different countries and continents.

I know some similarities and differences between life in this country and life in other countries.

I know where some specific countries are.

I know what life is like for children in those specific countries – how do they travel to school? What are their homes like? What do they eat? What they do to relax.

**Human / Physical Geography**

I know the name for the different weather we have each day

I know what season it is

I know what clothes to wear in different seasons

**Skills (I will be able to... I can...)****Geography****Geographical Skills / Key Concepts**

I will be able use simple observational equipment to support exploration of the natural environment e.g. magnifying glass.

I will be able to draw simple maps of my immediate environment eg classroom, Nature Reserve and maps from stories.

I can draw my house and it's immediate surroundings.

**RE**

I can talk about members of my immediate family and community.

I can name and describe people who are familiar to me.

I can talk about celebrations I take part in with my family.

I can talk about the things that celebrations have in common.

<p><b>RE</b></p> <p>I know that some places are special to members of the community. I know that people have different beliefs and celebrate special times in different ways.</p>	
<p><b>How it is taught:</b> <b>Focussed week each half term linked to a book or festival.</b> <b>CP:</b> Opportunities to apply understanding at focus tables and talk with adults about their experiences. Selection of books in the environment to encourage understanding and awareness of other religions / faiths. <b>Whole class:</b> Stories / non-fiction selected to encourage discussion about the people and places around the world. Opportunities to explore the school and local environment through trips and visitors.</p>	<p><b>ELG End of EYFS Assessment</b> <b>People, Culture and Community</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• 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.</li> </ul>

**Understanding the World Statutory Educational Programme (History / Geography / Science / R.E.)**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

**Computing****Knowledge (I know that...)****E-Safety**

I know and can explain some simple rules for keeping safe online.

**Skills (I will be able to... I can...)****Information Technology**

I can use a camera/tablet to record moving images

**Patterns**

I can create a repeating pattern

**Computer Science:**

I can take turns playing games

**Computer Science: Programming**

I can use simple directional language to navigate a peer around a set of obstacles

I can give sequences of commands to a programmable toy

I can programme a toy to move along a number line

**Information Technology**

I can sort using a criteria

I can collect and organise data into simple pictograms

**How is it taught?****Whole class:**

Sessions teaching how Espresso, Mini-Mash and Active Paint work.

One session a term exploring how to keep safe online.

**C.P.**

Open opportunity to use Mini-Mash to play a large range of games, draw, make and follow patterns, develop maths knowledge, complete handwriting challenges, watch video clips, create scenes.

**No ELG**

**Understanding the World Statutory Educational Programme (History / Geography / Science / R.E.)**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

**Natural World (science)****Knowledge (I know that...)****Seasonal Change Autumn**

I know some things that animals around us do during the autumn – squirrels collect nuts, birds migrate, animals prepare to hibernate.

I know some animals migrate.

I know that leaves fall off trees and change colour.

I know that the nights get longer.

**Seasonal Change Winter**

I know that birds find it hard to find food in winter.

I know that some animals hibernate.

I know that the weather is snowy, frosty and cold.

**Seasonal Change Spring**

I know that spring is a time of growth and new life.

I know that leaves and blossom start to grow on the trees and bushes.

I know that some animals have their babies.

I know that the days get longer.

I know that some animals migrate.

**Seasonal Change Summer**

I know that summer is a hot time of year.

I know that lots of fruit and vegetables grow in the Summer.

**Materials**

Changes of state

I know that ice melts into water and that water freezes into ice.

I know that eggs can be solid and runny.

**Forces**

Magnets

I know that some objects / materials are attracted to magnets and some are not

**Earth in Space****Skills (I will be able to... I can...)****Seasonal Change Autumn**

I can say what the weather is like

I can say what I wear

**Seasonal Change Winter**

I can say what the weather is like

I can say what clothes I wear

**Seasonal Change Spring**

I can describe the weather in spring

I can say what clothes I would wear in spring

**Seasonal Change Summer**

I can describe the weather in summer

I can say what clothes I wear

**Floating and sinking**

I can make a boat or bridge for a character to cross the river thinking about which material is best.

**Living things and their habitats**

I can create the Arctic and Antarctica/ Africa through small world play

I can sort animals into Arctic / Antarctic/ Africa dwellers

**Animals including humans**

I can draw pictures of animals after close observation

**Plants**

I can draw pictures of plants after close observation

**Skills I will learn as a Scientist...**



<p>I know that our Earth is a planet made of sea / land and it has a moon (a satellite) that travels around it (orbit)</p> <p>I know the names of some of the planets in the solar system</p> <p>I know the sun is at the middle of our solar system</p> <p>I know that there is a force called gravity which is different on the moon compared with the Earth</p> <p><b>Living things and their habitats</b></p> <p>I know that some animals are nocturnal (owls) and some diurnal.</p> <p>I know the names of some animals which live in different habitats eg our school grounds, my garden, the Nature Reserve, on a farm, in the African grasslands.</p> <p>I know some animals which can be found in Antarctica and the Arctic</p> <p><b>Life Cycles</b></p> <p>I know the stages a caterpillar goes through to become a butterfly</p> <p>I know the stages a tadpole goes through to become a frog</p> <p>I know the names of some baby farm animals – calf, chick, piglet, lamb</p> <p><b>Plants</b></p> <p>I know that bulbs can be planted in the autumn and that they can grow into flowers in the spring</p> <p>I know that some vegetables eg beans can be planted in Spring and harvested in the Summer</p> <p>I know the names of some basic parts of a plant</p> <p>I know what a plant needs to thrive</p>	<p>I can talk about the changes, similarities and differences I observe I can sort things / animals into groups</p> <p>I can look closely at things and describe them e.g. shapes of leaves</p>
<p><b>How will this be taught?</b></p> <p><b>Whole Class</b></p> <p>Whole class group theme lessons planned out across each ½ term linked to a book.</p> <p>Daily conversations about the weather.</p> <p><b>C.P.</b></p> <p>Daily access to outdoor areas which have been carefully planned to allow children to explore natural world. Small-world play available daily. Let's Pretend areas have seasonal enhancements.</p> <p><b>Focus Tasks</b></p> <p>Small group opportunities for planting, experimenting, observing, exploring school grounds.</p> <p><b>Trips</b></p> <p>Termly visits to Nature Reserve to experience seasonal change.</p>	<p><b>ELG End of EYFS Assessment Criteria: The Natural World.</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>

## Expressive Arts and Design Statutory Educational Programme

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### Creating and Making with Materials

#### Knowledge (I know that...)

##### Art

I know the names of our artist of the term  
I know the names of different tools and techniques that can be used to create art.  
I understand that pictures can be created by making observations or by using imagination.  
I know the different uses and purposes of a range of media and materials.

##### DT

I know ways of safely using and exploring a variety of materials. To  
I know how to use a range of tools safely.

#### Skills (I will be able to... I can...)

##### Art

I can draw with different tools – e.g. felt tips, pastels, chalk, pens and pencils.  
I can explore colour and colour-mixing.  
I enjoy using a range of different tools to spread the paint, including brushes, sponges, fingers and twigs.  
I can handle, feel and manipulate materials, such as clay, playdough and salt dough.  
I can impress and apply simple decoration.  
I can say what I like and dislike about different artworks.  
I can select appropriate resources and adapt work where necessary. I can share my creations, explaining the process I have used.  
I can create simple collages, layering different materials and fabrics.  
I can talk about my creations, describing how I made them, what was easy and what was tricky.

##### DT

I can build and construct with a variety of objects and materials.  
I can explore and evaluate joining techniques.  
I can use a split pin to make things move.  
I can evaluate something I have made to eat.  
I can talk about my creations, describing how I made them, what was easy and what was tricky.

#### How is it taught?

##### CP:

Construction activities are always available during Continuous Provision  
Pupils are encouraged to explore their own interests as well as solving challenges linked to focus texts. Pupils are taught to combine materials and explore attaching them in different ways to solve a problem

##### Whole class:

Themed lessons planned out over each ½ term and linked to texts, celebrations and seasons.  
Artists of the term explored.  
Challenges planned to allow children to explore the key learning opportunities.

#### ELG End of EYFS Assessment Criteria: Creating with Materials

- 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.
- Make use of props and materials when role playing characters in narratives and stories.

## **Expressive Arts and Design Statutory Educational Programme**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### **Being Imaginative and Expressive**

#### **Knowledge (I know that...)**

##### **Music**

I know many songs and can sing them off by heart.

I know the names of some common percussion and orchestral instruments.

I know how to use instruments and my voice make different sound effects.

##### **Storytelling**

I know the key parts of the stories of the week.

I know who the characters are and the main sequence of events in some traditional tales.

#### **Skills (I will be able to... I can...)**

##### **Music**

I can listen and respond to fast and slow music.

I can sing theme related songs

I can explore ways of playing at different tempo.

I can tell a story in sounds.

I can choose sounds that will create an effect.

I can sing songs that demonstrate high and low.

I can guess pictures from listening to the sounds – loud and quiet.

I can discuss how loud and quiet makes me feel.

I can sing songs that get louder and quieter.

I can explore ways of playing instruments to make loud and quiet sounds.

I understand sounds can be changed.

I understand that music can affect our emotions

I can listen attentively to sounds and instruments.

I can participate in action songs and call and response songs

I can make big and small sounds

I can walk/stamp/ tiptoe to match the sound responding to tempo and dynamics.

I can listen to different pieces of music and discuss how they build up

I can listen to instruments and appreciate how they match their role in the song

##### **Storytelling**

I can retell a story I know well.

I can develop storylines in my play – role play, small world, storytelling tuff tray.

I can pretend to be a character by using key words, my voice, movement and gestures.

**How will it be taught?****CP**

During Continuous Provision, there is always opportunity to develop storylines through play in role play areas, small world areas and our stage area outside.

**Whole class:**

- song time
- Singing assembly
- Discrete music lessons

**ELG End of EYFS Assessment Criteria: Being Imaginative and Expressive**

- Invent, adapt and recount narratives and stories with peers and their teacher.
- 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.