

**EYFS Curriculum**

**Our Curriculum Drivers**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>The Great Outdoors - children experience being outside, enjoying nature and their surroundings</b>	Autumn walk Tipi for Teddy Dam building Weather station	Winter walk/Spring walk Ice exploration Planting and caring for our garden Weather station	Summer walk Create a recycling centre Minibeast hunt Making a bee house Weather station
<b>Independence and real-life experiences – children are given the chance to learn real life skills and become independent and confident individuals.</b>	Independently toilet Use a knife and fork when eating Baking for Christmas To write a letter and post it	Independently put on and fasten coats Chopping vegetables and making soup Pancake day To know how to call the emergency services and what to say To visit a library	Make a sandwich and have a picnic Independently Walk into town and buy a book in a book shop (pay with money) To know my address To know basic first aid
<b>A love of reading – alongside learning to read children learn to love looking at, reading and sharing books and stories.</b>	Christmas gift of a book for all EYFS children Book trust books Parents reading meeting (early reading, RWI and reading for pleasure) Quality reading spaces both in and out	To visit a library Quality reading spaces both in and out	Walk into town and buy a book in a book shop (pay with money) Quality reading spaces both in and out

**Communication and Language**

Communication Conveys Meaning – listening, talking and joining in

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
N	Enjoys listening to stories Uses sentences of around 4 – 6 words	Talks to themselves when playing (uses language to think) Uses sentences of around 4 – 6 words	Enjoys rhymes and songs	Speaks differently in different contexts (apparent in imaginative play)	Can describe what is happening, express ideas and start conversations Communication is developing but may have	Generally uses pronouns correctly Asks lots of questions May have problems pronouncing the

					problems with irregular tenses and plurals	phonemes r,j,th,w,ch and sh
R	Understands the importance of listening Often gives a running commentary during play	Asks a large number of questions Retells stories and sequences events Sometimes blurs boundaries between fact and fiction	Has an extensive vocabulary Speech is generally fully intelligible but there may be some incorrect pronunciation Enjoys non-fiction books, especially in an area they are interested in	Picks up and uses language from TV shows and books Uses language for a variety of purposes; to share, take turns, compare, predict, explain	Uses a wide range of vocabulary appropriately In general, structures sentences correctly (grammar is sometimes incorrect)	Questions are usually precise Offers opinions Is still learning about the more subtle uses of language, e.g. metaphor and irony

**Physical Development**

Strength is fundamental for movement – shoulder strength, leg strength, hand strength and core strength

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
N	Jumps with two feet along a line of floor markers. Stands on a floor marker on two feet, bends down and picks up an object from the floor.	Can push a tyre along the ground.	Takes weight on hands and knees, tummy down, like a table. Can lift up one foot or hand at a time. Hangs on a bar using hands.	Hangs on a bar using hands.	Passes a balloon from hands to feet and back again while lying on back.	Passes a balloon from hands to feet and back again while lying on back.
R	Jumps from side to side along a skipping rope. Stands on a floor marker on one leg, bends down and picks up an object from the floor.	Picks up a tyre and pushes it along the floor. Passes a beach ball from hands to feet and back again while lying on back.	Takes weight on hands and feet, tummy up (back straight, no sagging). Can lift up one foot or hand at a time. Hangs on a bar and lifts up a bent leg.	Stands on a floor marker while bending down to pick up objects placed in different positions at varying distances from the marker.	Can flick over a tyre and repeat, moving it from one end of a small space to another. Can walk a large therapy ball up and down a wall while lying on back (knees bent)	Takes a tummy-up position with hands and feet on the floor moving around the space. Hangs on a bar and lifts up alternate legs, like marching in the air.

**Physical Development**

Gross motor skills are fundamental for movement – stability, locomotion and object control

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
N	Can jump on two feet.	Can walk backwards and sideways.	Pedals a tricycle.	Walks upstairs putting one foot on each step.	Can catch a balloon.	Shows good spatial awareness.
R	Can hop and march. Uses a balance bike.	Climbs on play equipment.	Claps in time to music. Can hop and march.	Uses core muscle strength to sit straight at a table.	Is able to gallop. Walks along a low balance beam.	Can ride a bike without stabilisers. Is able to skip.

		Uses a variety of different playground equipment. Walks up and down stairs with one foot on each step.		Plays ball games.		Can balance on one foot for a short time.
<b>Physical Development</b>						
Fine motor skills refine movement – hand-eye coordination, grasping, manipulating						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
N	Enjoys floor play with bricks, boxes, trains, cars and small world figures.	Builds a tower with six or more blocks.	Can thread large beads onto a lace.	Paints with a crayon or brush, often covering the whole page.	Cuts with scissors but not always in a straight line.	Holds a pencil with fingers in proper position. Copies a circle.
R	Builds a tower of ten or more bricks. Threads small beads onto a lace.	Can build with other construction toys. Draws a house. Copies the capital letters O, V and H.	Draws a person with head, legs, body and (usually) arms and fingers. Is beginning to fasten buttons and zips.	Uses brushes, crayons and pencils with control. Uses tools to make things.	Copies the capital letters V, T, H, O, X, L, A, C, U and Y.	Threads a large needle and stitches real stitches. Uses a knife and fork competently.
<b>Personal, Social and Emotional Development</b>						
‘Becoming Me’ means we all grow into unique individuals – character virtues, managing self, mental health, physical health						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
N	Uses the toilet independently.	Uses the toilet independently.	Is beginning to use language rather than physical outbursts to express themselves.	Is beginning to use appropriate behavior for different settings e.g. indoor voices.	Can name some basic feelings e.g. happy, sad, angry and scared.	Identifies basic character virtues e.g. kindness.
R	Follows basic hygiene rules. Enjoys dramatic play. Can cope with delays in having needs met.	Is becoming confident and self-assured. Identifies basic feelings and some strategies to manage them.	Demonstrates persistence and some emotional control. Is able to identify basic character virtues and opportunities to use them.	Is able to complete tasks. Takes responsibility for washing, dressing and using the toilet independently.	Has a stable view of themselves. Demonstrates some basic character virtues.	Identifies more complex feelings and begins to recognize them in others. Manages own needs.
<b>Personal, Social and Emotional Development</b>						
‘Becoming a Friend’ means we value ourselves and others – self-image, relationships						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
N	Seeks the approval of an adult.	Seeks the approval of an adult. Enjoys make believe play.	Enjoys make believe play.	Takes turns and shares (not consistently)	Has a set of feelings about themselves.	How they feel about themselves is influenced by their relationship with

						people around them.
R	Is sociable and enjoys silly talk.	Plays in a group. May have a best friend.	Has a stable self-concept. Is beginning to identify what makes them special.	Enjoys cooperative play, often relying on an adult to sort out conflict. Is beginning to recognise differences between themselves and others.	Is developing a sense of social rules. Enjoys games of rivalry.	Shows sensitivity to the needs of others. Much of their personality is established.

**Personal, Social and Emotional Development**

‘Becoming a Citizen’ means we are active members of society – economic well-being, taking responsibility

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
N	Is beginning to follow rules.	Is beginning to follow rules.	Takes an interest in roles in the home (e.g. who makes their meals, who reads their bedtime story)	Takes an interest in roles in the home (e.g. who makes their meals, who reads their bedtime story)	Can describe their local environment.	Knows that money is used to buy things.
R	Takes notice of roles performed by members of their family outside the home.	Can describe what they like and don’t like about their environment.	Knows that people earn money by working. Helps to create rules.	Follows negotiated rules and uses strategies to manage non-compliance.	Takes notice of roles performed outside their family, e.g. doctors, firefighters, teachers, police officers.	Knows that to buy some things you may need to save up money. Can describe what might be done to care for their environment.

**Literacy**

Reading is a gateway to learning – reading words, understanding texts

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
N	Pretends to read books. Understands how books should be handled.	Pretends to read books. Understands how books should be handled.	Names some objects in a book.	Is able to fill in the gaps in familiar books.	Begins to pay attention to specific print such as the first letter of their name.	Talks about characters in books. Asks adults to read or write with them.
R	Identifies familiar signs and labels. Enjoys listening to and joining in with stories. Uses language from stories.	Understands that print carries a message. Understands that print is read left to right and top to bottom.	Says the sounds for individual letters. Recognises initial sounds. Makes attempts to read and write.	Is beginning to blend and segment sounds. Shows familiarity with rhyming and beginning sounds.	Reads some high-frequency words. Retells simple stories.	Reads simple phrases and sentences. Can describe settings, events and

		Participates in rhyming games.	Can count or clap syllables.	Uses vocabulary they have heard in books. Enjoys a range of books.		characters in some detail.
R RWI	Read single-letter Set 1 sounds	Read all Set 1 sounds; blend sounds into words orally	Blend sounds to read words; read short ditty stories	Read Red Storybooks	Read Green Storybooks; read some Set 2 sounds	Read Green or Purple Storybooks

### Literacy

Writing is fundamental for learning and communication – handwriting, sharing with others, sentence writing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	Enjoys writing on different surfaces, e.g. paper, screens, in sand and with shaving foam.	Enjoys writing on different surfaces, e.g. paper, screens, in sand and with shaving foam.	Draws wavy lines across the page that look like lines from a book.	Can distinguish between the different marks they make.	Is beginning to make some letter like forms.	Makes marks on their pictures to represent their name.
R	Scribbles with a purpose (trying to write or draw something) Produces some letter-like forms and scribbles that resemble, in some ways, writing.	Makes distinct marks that look like letters and that are separated from each other. May start to draw pictures and label them using letters or letter-like marks.	Writes some actual letters, especially the letters in their name. May try different kinds of writing, e.g. writing a list or a greeting card.	May write their name. Holds pencil correctly and is beginning to form letters accurately.	Enjoys writing for a variety of purposes. Knows the sounds letters make and is beginning to spell words based on how they sound.	Labels pictures with a few words and later on begins to write simple sentences with correct grammar.

### Mathematics

Counting is a way of quantifying – quantity, rules and recognising numerals

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	Verbally counts with separate words, but not necessarily in the correct order.	Verbally counts with separate words, but not necessarily in the correct order.	May point to objects to count a few times but then loses track.	May point to objects to count a few times but then loses track.	Verbally counts to ten with some correspondence with objects.	Verbally counts to ten with some correspondence with objects.
R	Knows one-to-one correspondence for small groups of objects in a line.	Can count to 10 and may write or draw the numeral 5. Answers 'How Many?' by counting again.	Is beginning to demonstrate cardinality. Accurately counts to five and can answer 'How many?' by using the last number (e.g. one, two, three, four. There are four.)	Counts objects up to five. Accurately counts a line of objects and says how many.	Draws or writes numerals to ten. Counts structured arrangements to ten. Shows a group of four objects.	Counts beyond 20. Says what becomes before or after a number by counting up from one.

### Mathematics

Number sense allows us to understand what numbers mean – cardinal numbers, ordinal numbers, nominal numbers, quantity, subitising

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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N	Subitises up to three or four objects quickly.	Subitises up to three or four objects quickly.	Can place numeral cards in order up to five. Identifies first and second.	Can place numeral cards in order up to five. Identifies first and second.	Matches numeral to quantity up to five.	Matches numeral to quantity up to five.
R	Subitises to five in familiar arrangements.	Identifies first to fifth.	Can place numbers in a blank number line up to ten.	Subitises to six in familiar and non-familiar arrangements, describing how they see the number.	Can place numbers on a blank number line up to 20. Identifies first to tenth.	Can place numbers on a vertical number line (which includes zero and negative numbers)

### Mathematics

Patterns are all around us and exploring them helps us to understand them – generalisations, different forms, rules

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	Duplicates an AB pattern when the model is close by.	Duplicates an AB pattern when the model is close by.	Fills in the missing element of an AB pattern.	Fills in the missing element of an AB pattern.	Recognises, describes and builds AB repeating patterns, e.g. A B; A B; AB	Recognises, describes and builds AB repeating patterns, e.g. A B; A B; AB
R	Extends a pattern if it ends with a whole unit within the pattern, e.g. Red, Red, Blue; Red, Red, Blue; Red, Red, Blue (where Red, Red, Blue is the whole unit)	Fills in the missing elements of a pattern.	Recognises, describes and builds more complex patterns, e.g. A A B, A B C, A B B C.	Is able to extend a pattern even if it ends in a partial unit, e.g. cube, circle, triangle; cube, circle.	Recognises core units of a pattern, e.g. cube, circle, triangle is a unit within a pattern, followed by another unit of cube, circle, triangle.	Can translate patterns by using new materials or actions to represent a pattern, e.g. blue button, red button, yellow button might become cube, circle, triangle.  Creates their own patterns.

### Mathematics

Number operations and essential for calculating – adding and taking away, comparison, composition and decomposition, multiplication and division, patterns within numbers

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	Matches sets by lining them up with one to one correspondence.	Matches sets by lining them up with one to one correspondence. Engages in rhythmic counting, emphasizing alternate numbers, e.g. one, <b>two</b> , one, <b>two</b> .	Knows a whole is bigger than the parts but may not accurately quantify each. Shares by dealing out a group of objects between two people.	Knows a whole is bigger than the parts but may not accurately quantify each.	Finds answers to 'results unknown' problems up to five, by counting with objects, e.g. 'You have two books and get one more. How many are there altogether?' (Counts out	Finds answers to 'results unknown' problems up to five, by counting with objects, e.g. 'You have two books and get one more. How

					two, then one and then counts all three.)	many are there altogether?' (Counts out two, then one and then counts all three.)
R	Compares by counting with groups up to five. Quickly names parts of a set up to six.	Finds answers to 'result unknown' problems up to ten, by counting with objects, e.g. 'You have six toys and are given three more. How many have you got altogether?' (Counts out six, then three and then counts all nine.) Makes small equal groups (up to six) in the context of sharing fairly.	Solves subtraction problems by separating objects, e.g. 'You have six balls and you give Mustafa two. How many balls do you have left?' (Counts out six, then takes away two and counts the remaining four.) Skips one-to-one counting, saying two, four, six, missing out or counting internally, the other numbers.	Compares larger sets by counting and says which has more or less. Can compose and decompose numbers to ten.	Counts on from the first set, rather than counting the whole, e.g. 5; 6; 7; 8 When subtracting, counts back from the first number, keeping track of counts. Solves sharing problems using concrete objects up to 20 and between two to five people.	Solves 'change unknown problems, e.g. 'You have six sweets. Taylor gives you some more so now you have eight. How many did he give you?' Solves small number multiplication problems by sorting objects into small groups.

**Mathematics**

Finger Gnosis – the physical act of counting on the fingers – develops number sense – finger perception, connect fingers with numbers

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	Takes part in finger rhymes. Uses fingers during fine motor skills activities.					
R	Identifies different fingers especially in songs like 'Peter Pointer' and 'Baby Small'. Matches finger symbols to collections of objects.			Shows numbers with fingers. Follows lines on a maze with different fingers.		

**Mathematics**

Sets are ways of grouping and comparing things – attributes, comparing and ordering and setting

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	Recognises and identifies objects that are alike, e.g. red objects. Sorts by using a single attribute, e.g. 'I picked out all the heart-shaped pieces.'					
R	Uses binary sorting: dividing a collection into two groups, ones with specific attribute and ones without. Comes up with their own criteria for sorting.			Uses multiple set sorting by focusing on different attributes, e.g. red gloves and mittens can become large red gloves and large red mittens. Compares and orders sets by using specifically mathematical attributes, e.g. the set that has the most (quantity) and the set that has the biggest objects (magnitude).		

## Mathematics

Measurements is a way to use numbers to describe and compare things – attributes, accuracy and comparison

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	Is beginning to anticipate times of the day, e.g. lunch time, home time.	Explores differences in size, weight and length.	Describes length or height measurements as big or small.	Can compare the capacity of two containers by pouring them from one to another.	Identifies length, weight and capacity as attributes.	Understands recent past and future.
R	Makes comparisons between objects relative to size, length, weight and capacity. Packs cubes into a box in an organised way.	Physically aligns two objects to see which is longer. Uses non-standard measuring tools.	Can order up to five objects by length. Remembers the sequence of events in a book or in real life. Uses 'than' to compare objects.	Sequences and orders events. Describes measurable attributes of objects. Uses a variety of measuring tools.	Compares the length of two objects by using a third object (a measuring tool). Estimates how many cubes will fill a space. Is beginning to use a timer and a calendar.	Enjoys predicting and discussing comparisons of attributes. Focuses on fairness and accuracy. Uses an increasing amount of measurement vocabulary. Is beginning to use some indirect comparison, e.g. turning a circumference into a length using string.

## Mathematics

Shapes have properties that distinguish them from each other – attributes, shapes within shapes, faces of 3D shapes are 2D

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	Uses blocks to build structures.		Is beginning to see shapes in the environment, e.g. a house is seen as a square with a triangle roof.	May physically rotate shapes to match a prototype shape.	Uses names of 2D shapes as labels with no reference to attributes. Uses everyday language for 3D shapes, e.g. ball or block.	
R	Can make a picture using 2D shapes. Can build a structure with arches, roofs and gaps for windows.	Is beginning to use attributes to describe shapes. Recognises edges and sides.	Recognises corners (vertices). Describes 3D shapes using 2D names, e.g. a cuboid is called a rectangle.	Puts 2D shapes together to make a part of a picture, e.g. triangles and circles to make a flower. Names some common 3D shapes, e.g. a sphere or cube.	Describes the faces on a 3D shape. Ignores to orientation of shapes when identifying them. Recognises most familiar shapes and typical examples of other shapes, e.g. a	May recognise a right-angled triangle. Uses attributes to identify some unusual shapes.



				Builds more complex structures substituting combinations for another shape.	hexagon or a rhombus. Finds answers to 'results unknown' problems up to five, by counting with objects, e.g. 'You have two books and get one more. How many are there altogether?' (Counts out two, then one and then counts all three.)	
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**Mathematics**

Spatial relationships explain how things are organised – position and direction, perspective, visualizing space

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	Uses trial and error to move and rotate objects to fit spaces.		Walks different routes and points out landmarks.		Responds to and uses some spatial language.	
R	Describes the position of an object.	Follows/gives verbal directions to find something using spatial awareness.	Follows a simple map.	Describes where an object is, using spatial language. Enjoys making simple maps.	Rotates and flips objects to make shapes fit, using spatial reasoning.	Plans and discusses different routes. Follows a sequence of directions.

**Mathematics**

Data helps us to visualize information and ask and answer questions – gathering data, organizing data, describing data

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	Recognises and identifies objects that are alike.		Sorts by using a single attribute, e.g. colour, shape or function.		Interprets a realia graph by saying which has more or less.	
R	Sorts objects by a single attribute and is able to say how many. Interprets a realia graph and pictogram with some adult guidance.			Sorts objects for a reason.	Creates realia graphs and pictograms. Can say which has more and which less on a bar graph. Makes labels for a graph.	

**Understanding the World**

History is the story of earlier events and the passing of time – investigating the past, communicating historically, understanding chronology, building an overview of the past

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	Acts out familiar routines from their family and culture.		Can distinguish between old and new toys.		Puts photographs of themselves as a baby and onwards in the correct order.	
R	Joins in and talks about family customs and routines.	Talks about significant events from their own experience.	Know that children grow and change with the passage of time.	Sequences and retells stories. Uses vocabulary to express the passage of time.	Know that they and the world around them changes with the passage of time. Talks about past and present events in their own	Explores artefacts and uses them in play. Identifies some similarities and

			Organises images from a story into plausible chronological order.		life and that of family members.	differences between things now and in the past.
<b>Understanding the World</b>						
Geography is the study of places – investigating places, investigating patterns, communicating geographically						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
N	Talks about the location of familiar places.		Can talk about prominent geographical features in their local area, e.g. the hill behind the school, the stream at the bottom of the hill.		Can follow a simple map, e.g. by placing objects on a table in the correct position shown on a map. Knows there are different countries in the world and is able to talk about them through experience or from what they have seen in books or films.	
R	Gives details about where they live, e.g. city, town or village name, street name.	Can talk about some places of local interest, e.g. the library, places of worship, bus stops, train stations, shops, restaurants.	Uses some geographical vocabulary to describe their local environment. Can interpret a simple map of the classroom. Is able to talk about some similarities and differences in countries around the world.	Can draw a simple map of the classroom, indicating different interest areas. Is able to see where their country is in the world in relation to others.	Points out landmarks while on a walk in their local area.	Can interpret an aerial view of their school setting, commenting on what they can see, including buildings and roads. Uses some specific geographical vocabulary to describe different locations.
<b>Understanding the World</b>						
Ecology teaches us to look after the natural world – custodians of the planet						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
N	Enjoys being outside.		Is curious about things in nature.		Is beginning to appreciate being in nature, e.g. the feeling of the wind and sun on their face. Is beginning to understand that we need to take care of things.	
R	Can talk about how being outside makes them feel.	Knows we need to take care of materials, e.g. putting things away properly.	Knows that plants and animals need water and animals need food. Looks closely at things in nature, e.g. animals and plants, and talks about what they have seen.	Takes responsibility for materials – using them properly, putting them away and performing basic repairs, e.g. sticking down a torn book cover.	Knows that being outside can make them feel better if they are anxious or upset. Shows concern for living things, e.g. is careful not to damage plants.	Shows a basic understanding of how they might have an impact on the environment.

				Knows that plants and animals need to be looked after to survive.		
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**Understanding the World**

Design and Technology teaches us how to make products – mastering practical skills, designing and making, taking inspiration from products

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
N	Explores the feel of a range of everyday objects.	Manipulates basic tools.	Can talk about what they are going to make.	Explores the feel of a range of everyday objects.	Uses trial and error to develop understanding.	Reflects on a product, saying what they like.
R	Explores a range of everyday objects and can talk about similarities and differences between them.	Chooses appropriate tools.	Explains what they are happy with in a product and how they will tweak the design to improve it. Draws what they are going to make.	Uses tools safely. Experiments with designs and materials.	Tests out the properties of materials. Draws what they are going to make and explains designs.	Makes judgements about properties of different materials and their suitability for construction. Describes how a product is made up of many different parts.

**Understanding the World**

Science involves observing the world to see how nature works – Biology (plants, animals and humans), Physics (light, sound, forces and magnets, earth and space), Chemistry (materials), Scientific Enquiry (observing, predicting, checking, recording, concluding, communicating)

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
N	Is interested to explore familiar and new experiences in nature, e.g. looking at plants, animals, puddles, mud.	Talks about what they see.	Can identify differences between some materials.	Describes, in simple terms, life cycles of plants and animals.		Explores and talks about forces.
R	Explore the natural world, using their five senses. Describes the impact of weather and seasons on their daily life.	Investigates forces, light and vibrations. Is beginning to talk about why things happen.	Records findings in a simple way. Predicts what might happen and explains why. Names and describes familiar plants and animals.	Looks closely at similarities and differences in nature. Asks questions such as 'What would happen if ...?'	Participates in guided investigations and makes observations. Asks and responds to questions about familiar objects. Talks about observable changes.	Records ideas and observations. Understands that objects move in different ways depending on size and weight.

**Expressive Arts and Design**

Cultural Awareness helps us become confident and express our ideas – **visual arts**, music, dancing, playing and pretending

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
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N	Makes accidental representations (creates a form and then decides it is like something).		Experiments with colour in a variety of ways.		Identifies artwork that appeals to them.	
R	Uses tools for a purpose. Explores colour and colour mixing.	Is beginning to use painting and drawing to represent actions and objects. Likes art that is realistic and relates to their experience.	Is beginning to use art to demonstrate feelings. Can sort art by its medium.	Experiments with a wide variety of materials. Uses a wide variety of tools with developing expertise.	Is starting to think about composition and colour. Makes intentional representations, deciding beforehand what they want to depict.	Is beginning to think about an artist's point of view. Can use art to represent feelings.

### Expressive Arts and Design

Cultural Awareness helps us become confident and express our ideas – visual arts, **music**, dancing, playing and pretending

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	Sings songs with others.	Identifies sounds in the environment.	Moves in response to rhythm. Enjoys playing a wide range of rhythm instruments.	Sings short phrases of a song in tune.	Demonstrates rhythm with body movements that might be in time to music. Enjoys playing a wide range of rhythm instruments.	Describes music as, e.g. happy, scary, calm.
R	Can sing a whole song with others. Enjoys marching, dancing, jumping, twirling, skipping and tip-toeing, etc. to music.	Matches an instrument to its sound. Enjoys changing the words in a song. Enjoys playing a wide range of instruments.	Describes the quality of a sound as, e.g. loud, quiet, long, short. Can clap in rhythm. Enjoys playing a wide range of instruments.	Enjoys group singing. Moves rhythmically to a regular beat and can keep time with music.	Sings a large repertoire of songs from memory. Plays instruments with some precision and accuracy. Enjoys listening to different genres of music.	Can describe changes in a piece of music. Has some pitch control and rhythmic accuracy.

### Expressive Arts and Design

Cultural Awareness helps us become confident and express our ideas – visual arts, music, **dancing**, playing and pretending

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	Is beginning to experiment with moving in different ways.	Expresses emotions through facial expressions.		Moves in response to accompaniment.	Can say which dances they like.	Explores moving to music from a range of cultures that is intended for dancing.
R	Can move in a variety of different ways. Copies movements shown by the teacher.	Moves to different musical rhythms and tempos, often as animals, e.g. lions, elephants and monkeys.	Moves in response to different stimuli. Responds to music from other cultures with different ways of moving.	Explores and moves with appropriate actions in response to a stimulus. Expresses emotion through facial	Creates dance with movements and gestures to express feelings and ideas. Enjoys dancing to music from different cultures	Describes how dancing or watching dance makes them feel. Demonstrates fluency when

		Demonstrates emotions through facial expressions and gestures.		expression, stance and gesture.		moving in a variety of different ways.
<b>Expressive Arts and Design</b>						
Cultural Awareness helps us become confident and express our ideas – visual arts, music, dancing, <b>playing and pretending</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
N	Gives toys a voice.		Bases pretend play on events they have seen or heard about but not personally experienced.		Talks when planning and during play, and afterwards, about their play.	Includes short, time-related sequences of activities in play.
R	Takes on a role alongside others, changing roles in response to play.	Pretends play is based on events they have seen or heard about but not personally experienced. Is beginning to assign roles to adults, e.g. 'I am the nurse. You are the baby.'	Includes planned events with cause-and-effect sequences in play. Uses language to set the scene.	Takes on multiple roles.	Includes highly imaginative themes with multiple plans and sequences in play. Collaborates with others, planning roles and scenarios.	To set the scene, language is used, which includes understanding, use of inference, predicting and non-verbal communication, such as gestures and facial expressions. Creates play scenes that are made up of longer stories with several steps laid out in sequence.
<b>Topics – knowledge and skills</b>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>All about me</b>	<b>Festivals and celebrations Autumn</b>	<b>In to the woods Winter</b>	<b>Growing Life cycles Spring</b>	<b>Let's Build Space</b>	<b>Holiday Summer</b>

	My new school Autumn Family Halloween	Autumn Halloween Diwali Bonfire Night Christmas/Father Christmas story	Winter Arctic Chinese New Year	Pancake Day Easter Growing up – babies - generations Planting/Gardening Spring Life cycles Frog/butterfly Wildlife visit e.g., Potteric Carr	Materials Famous buildings Buildings in our local area	Summer holidays Holidays past and present Where in the world are we?
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**Science**

N	Know what animals we may have as pets. Name body parts.	To know it is autumn.	To know it is winter.	Recognise a tree and a flower in the environment and from images. To know it is spring.	Some objects are hard and some are soft.	To know it is summer To explore materials that float and sink.
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R	Know what animals we may see in our local environment. Name body parts.	To know there are four seasons in the year and it is autumn. To know the leaves will fall off the trees.	Know the features of some different animals (e.g. birds have wings etc). To know there are four seasons in the year and it is winter. To know that trees may have no leaves. To know that when it is cold water freezes and becomes ice. Water tray activities to explore water and ice.	Name stem, leaves and petal as parts of a flower. Name trunk, branch and leaf as parts of a tree Know that some animals eat meat and some animals do not Know the features of some different animals (e.g. birds have wings etc) To know animals live in different places (e.g. frogs in a pond) To know there are four seasons in a year and it is spring. To know the leaves will be growing on the trees.	Objects are made from different materials. Some materials are better for some jobs than others. Some materials float and some sink.	To know there are four seasons in a year and it is Summer. To know that the trees will have leaves. To explore materials that float and sink and begin to explain why they float and sink.
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**Geography**

N	To know the weather and season (through Maths Meeting)	To know the weather and season (through Maths Meeting)	To know the weather and season (through Maths Meeting)	To know the weather and season (through Maths Meeting)	To know the weather and season (through Maths Meeting)	To know the weather and season
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	Exploring the school grounds to look at features of the environment.	To use the word 'Place' to describe where something is. To be able to say a place that is important to them.	To know it is cold in winter. To know it snows in the arctic.		To know we live on earth. To know it is in space.	(through Maths Meeting) To know people go on holiday. To know what a beach and a forest is and that people may visit them for a holiday. To use a simple map – finding where we meet on a map
R	To know the weather and season (through Maths Meeting)  Looking at where we live and talking about features we see on the way to school, (Shops, roads, parks, etc...)	To know the weather and season (through Maths Meeting)  To know that they live in Balby. To know Balby is in the town of Doncaster.	To know the weather and season (through Maths Meeting)  To know the arctic is covered in snow and ice.	To know the weather and season (through Maths Meeting)	To know the weather and season (through Maths Meeting) To know we live on earth. To know that earth is a planet. To know that planets are in space and that there are more planets. To recognise some famous buildings from around the world	To know the weather and season (through Maths Meeting) To know England is one country in the world. To know that people sometimes go on holiday to a different country. To know what a city and a mountain is and that people may visit them on holiday. Features of cities, man-made vs natural Learning London is the capital city To know what an ocean is. To use a simple map - Discussing where extended family members live on a map, including our

						EAL families place of birth.
<b>History</b>						
N		To talk about what they do for Christmas in their house. Learning about the family traditions of children in class from different cultural backgrounds Remembrance Day Bonfire Night – Guy Fawkes		Exploring the Art of Vincent Van Gogh - Sunflowers.	To recognise old and present day buildings.	To talk about their own holidays.
R		To recognise old and new Christmas decorations. To describe Christmas now (present) and in the past. Learning about the family traditions of children in class from different cultural backgrounds Remembrance Day Bonfire Night – Guy Fawkes		Exploring the Art of Vincent Van Gogh – Sunflowers.	To recognise old and present day buildings and describe the similarities and differences.	To know where people went on holiday in the past and where people may go on holiday in the present.
<b>Design Technology</b>						
N	Food and nutrition – safe baking		Food and nutrition – soup making		To know which materials would make a good space vehicle/building	To know we can thread beads onto a string and be able to do this.
R	Food and nutrition – safe baking		Food and nutrition – soup making – cutting/peeling and cooking		To use appropriate materials to make a space vehicle/building.	To know how to sew a running stitch. To know how to build a minibeast hotel outside.
<b>Art and Design</b>						
N	Experiment and explore a range of creative	Painting – hold a paintbrush and make purposeful marks	Printmaking – vegetable printing	Drawing – to make different lines – straight, wiggly, zigzag	Collage – to hold scissors to cut paper and stick	Textiles – to thread



	resources and equipment					
R	<p>Experiment and explore a range of creative resources and equipment</p> <p>Draw black and white picture of themselves</p>	<p>Painting – to mix colours and paint an observational picture</p>	<p>Printmaking – to print with a range of objects</p>	<p>Drawing – to draw a person with a body, arms, legs and facial features</p>	<p>Collage – to tear and cut paper to make a collage</p>	<p>Textiles - to sew a running stitch</p>