


## EYFS Essential knowledge across the curriculum

Essential 1 knowledge - covered by Nursery

Essential 2 knowledge - covered by Reception

Main Topic	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<p>Nursery &amp; Reception:</p> <p>All 7 areas of Learning and development: Our general themes are led by our R.E curriculum.</p> 	<p><b>Creation &amp; Covenant</b></p> <p><b>Essential 1:</b> God made our beautiful world &amp; everything in it.</p> <p>Be able to say the words of the Sign of the Cross</p> <p>Giving thanks for God's wonderful world by singing or sharing a prayer of thanks.</p> <p><b>CST:</b> Know that God asks us to take care of one another.</p> <p>Learn the 'Luc the deer' Everyone is special song.</p> <p>Know that God asks us to take care of the world.</p> <p>Learn the 'Sofia the sloth' Caring for God's gifts song.</p> <p><b>Essential 2:</b></p>	<p><b>Prophecy &amp; Promise</b></p> <p><b>Essential 1:</b> Know the stories of the Annunciation, Nativity &amp; the Shepherds visit to the manger.</p> <p>Know that Mary had a baby and named him Jesus.</p> <p>Recognise and describe an Advent wreath</p> <p>Talk about cribs and how they are used.</p> <p>Know that Advent is a time to celebrate and get ready for Christmas.</p> <p>Know that God sent Jesus to love us all.</p>	<p><b>Galilee to Jerusalem</b></p> <p><b>Essential 1:</b> Know that the wise men visited Jesus.</p> <p>Know that Jesus was born for everyone.</p> <p>Hear the story of Jesus welcoming the little children.</p> <p>Know that Jesus blessed the children.</p> <p>Recognise that the 'Glory be' is a special prayer.</p> <p><b>CST:</b> Know that we can show love to everyone like Jesus by being kind, sharing a smile, helping others, caring for others.</p>	<p><b>Desert to garden</b></p> <p><b>Essential 1:</b> Hear that Lent is a time to care for others.</p> <p>Know simple signs of Lent; the colour purple, seeds and growing.</p> <p>Know that Jesus died on a cross.</p> <p>Jesus was given new life by God his Father.</p> <p>Know that Jesus rose from the dead and everyone celebrates.</p> <p>Learn about how we celebrate Jesus</p>	<p><b>To the ends of the earth</b></p> <p><b>Essential 1:</b> Know that Jesus went back to his Father in heaven.</p> <p>Hear that Jesus sent a special friend to look after us.</p> <p>Know that the special friend is called the Holy Spirit.</p> <p>Know that the Holy Spirit looks after us.</p> <p>Know that our Parish Church is called St Anne and Blessed Dominic.</p> <p>Know the parish church is a special place where we meet our friends, especially on a Sunday.</p>	<p><b>Dialogue &amp; encounter</b> (aspects of this branch will be woven into the curriculum throughout the year)</p> <p><b>Essential 1:</b> Visit the Parish Church and meet some of the people who gather there.</p> <p>Recognise Jesus in different pieces of artwork.</p> <p>Listen to a simple story about Saints Peter and Saint Paul.</p> <p>Recognise that St Anne was an important person in Jesus' family.</p> <p>Learn about different festivals in other faith traditions, e.g. Diwali and Hanukkah.</p>

## EYFS Essential knowledge across the curriculum

<p>God created the world and said "indeed it is very good".</p> <p>Know that Christians enter God's family through Baptism.</p> <p>Know that Holy Water is used to welcome us into God's family.</p> <p><b>CST:</b> Know the story of Luc the deer and how it reminds us that we are all made in God's image.</p> <p>Know different ways we can look after one another as God asked us to do; for example, show kindness, give to others, pray for one another.</p> <p>Learn the Cafod prayer for human dignity.</p> <p>Know the story of Sofia the Sloth and how it reminds us we have a job to take care of God's creations.</p>	<p>Be able to tell the story of the Nativity using role play.</p> <p><b>Essential 2:</b> Know the stories of the Annunciation, Nativity &amp; the Shepherds visit the manger and be able to retell them in different ways, for example, role play, by creating piece of art, singing songs.</p> <p>Know that Mary was chosen by God to give birth to his Son.</p> <p>Know that Jesus was born in a stable and laid in a manger.</p> <p>Know that shepherds were told by angels to visit Jesus.</p> <p>Know that a crib is used to tell the</p>	<p>Learn the 'Shristi the sun bear' song about showing others we care.</p> <p><b>Essential 2:</b> Know what happened when the Magi visited Jesus.</p> <p>Know the gifts that the Magi gave to Jesus.</p> <p>Know that Jesus is God's son who came for everyone.</p> <p>Know Jesus came to show God's love for everyone and he welcomes everyone.</p> <p>Retell the story of Jesus blessing the little children.</p> <p>Hear the story of the Feeding of the five thousand.</p> <p>Know the Glory be prayer.</p> <p>Know that the Glory be prayer is used as a response</p>	<p>rising from the dead by sharing Easter eggs and eating hot cross buns.</p> <p><b>CST:</b> Know that during Lent and Easter we care for others by helping one another.</p> <p>Hear the story of Shristi the sun bear and how it tells us to care for others.</p> <p><b>Essential 2:</b> Listen to and talk about the season of Lent and Easter.</p> <p>Know that the Church uses purple and ashes as signs of Lent and being sorry.</p> <p>Know that the cross is a religious symbol</p>	<p>Know that we sing and say prayers when we are at church.</p> <p><b>Essential 2:</b> Listen to and begin to retell the story of Pentecost.</p> <p>Know that the Holy Spirit was a gift given by Jesus at Pentecost.</p> <p>Know that Pentecost is a celebration for the Church.</p> <p>Understand that Sunday is a special day for the church to celebrate.</p> <p>Know the parish family meet in the parish church to celebrate by singing, listening to stories and saying prayers.</p> <p>Hear some of the stories of the early Christian communities.</p>	<p>Listen to the stories of Diwali and Hannukah.</p> <p>Recognise different traditions used in other faiths when celebrating festivals.</p> <p><b>Essential 2:</b> Listen to a member of the Parish community talk about their faith and how they are a friend of Jesus.</p> <p>Ask questions about being a friend of Jesus.</p> <p>Explore artwork of Jesus and talk about what they notice.</p> <p>Understand that St Anne was Jesus' Grandmother and an important person in Jesus' life.</p> <p>Retell the stories of Diwali and Hannukah in different ways,</p>
--	--	--	--	---	---

## EYFS Essential knowledge across the curriculum

	<p>Learn the Cafod prayer for Stewardship</p>	<p>story of Jesus' birth.</p> <p><b>CST:</b> Know how Christmas is celebrated in different countries around the world, including Spain and Poland.</p> <p>Know the story of 'DJ the Dolphin' and how this tells us we all have a right to be treated fairly.</p> <p>Learn the Mission Together Dignity of Workers prayer.</p>	<p>to the coming of Jesus.</p> <p><b>CST:</b> Know that Jesus wants us to care for all people, especially the poor.</p> <p>Know the story of Poppy the popokotea and how we can help the poor as Jesus wants us to do.</p> <p>Learn the 'Option for the poor' Cafod prayer.</p>	<p>of Lent and Easter.</p> <p>Listen to and begin to retell the stories of Holy Week, especially the events of Good Friday and Easter Sunday.</p> <p>Know that Jesus died on Good Friday and rose again on Easter Sunday.</p> <p>Know that Easter is a celebration that Jesus is still with us.</p> <p>Know that Easter celebrates new life.</p> <p>Recognise some of the signs and symbols of Holy Week and Easter; Palms, the Cross, Easter Gardens</p>	<p>Know that the Good News was told to people by the early Christian community.</p> <p><b>CST:</b> Know that we are called to live as family &amp; community and Solidarity.</p> <p>Listen to the story of Shristi the sun bear and know that this tells us about helping one another as Jesus did.</p> <p>Learn the Cafod Solidarity prayer.</p>	<p>e.g. role play, small world play, art work.</p> <p>Talk about different traditions that other faiths have when celebrating different festivals.</p>
--	---	---	---	---	---	--


## EYFS Essential knowledge across the curriculum

				<p>and symbols of New life.</p> <p>Know how Lent and Easter is celebrated in different countries around the world, including Spain and Poland.</p> <p>Hear the story of Patariki the Penguin and how it teaches us to follow Jesus' footsteps in taking care of others by what we do in Lent.</p> <p>Learn the Mission Together 'Rights and Responsibilities' prayer.</p>		
Vocabulary	<p><b>Essential I:</b> God, Father, Son, Holy Spirit, world, wonderful, precious</p>	<p><b>Essential I:</b> Jesus, Mary, Joseph, Bethlehem, shepherds,</p>	<p><b>Essential I:</b> Jesus Wise men Bible Welcome</p>	<p><b>Essential I:</b> Lent Died Rose Commandment</p>	<p><b>Essential I:</b> Heaven Jesus Father Holy Spirit</p>	<p><b>Essential I:</b> Friend Helper Support Same</p>

## EYFS Essential knowledge across the curriculum

		believe, wreath, crib, Advent, Christmas, Nativity	Blessed Prayer Glory be love	Celebrate Grow New life Easter	Parish Church Prayers Sunday	Different Saints Diwali Celebrating Rama and Sita Lights Pattern Lamps Hindu Jewish Hannukah Dreidel Special Islam Muslim Precious mat
	Essential 2: God, Father, Son, Holy Spirit, world, wonderful, precious, family, Baptism, Holy Water, font	Essential 2: Bethlehem, shepherds, crib, Advent, Christmas, Nativity, messenger, manger, stable, chosen	Essential 2: Herod Magi Gifts Messiah Welcome Prophet Disciples Worship Crowd Miracle Glory be	Essential 2: Lent Easter Holy Week Palm Sunday Last Supper Good Friday Easter Sunday Commandment Ash Wednesday Cross Crucifix	Essential 2: Pentecost Disciples Holy Spirit Christian Good News Celebration Feast Community Solidarity Miracles Praising	Essential 2: Follower Community Saints Difference Similar Respect Diwali Hindu Festival Hanuman Rangoli patterns Diya Hindu

## EYFS Essential knowledge across the curriculum

						Jewish Hannukah Menorah Dreidel Islam Muslim Mosque Object Prayer mat Quran
Personal, Social & Emotional Development  	Being me in my world: Self-identity Autumn 1 Essential 1 knowledge: Begin to show effortful control.  Talk about their feelings in more elaborated ways: "I'm sad because...or "I love it when..."  Begin to talk about their feelings using words like 'happy', 'sad'.  Play a miming emotions game to look at different facial expressions to match feelings.	Essential 1 Talk about their feelings using words such as 'happy', 'sad', 'angry' or 'worried'.  Talk about how they feel at different times of the day or when particular events occur.  Read the story 'Owl babies' and think about how the owls felt at different times in the story.  Begin to select and use activities & resources with help when needed.	Dreams & Goals -challenges & perseverance Essential 1 <ul style="list-style-type: none"><li>• Know that it is important to keep trying</li><li>• Know what a goal is</li><li>• Know which words are kind</li><li>• Know when they have achieved a goal</li></ul> Read and discuss the story Iris and Isaac and why it is important to be in a friendship.  Talk about how the characters felt at different points of the story.  Think about how we can help our friends.  Work as part of a group to; make a den, make a tea party.  Take turns and share in different contexts; with a class bear, to play games indoors/outdoors, take the class bear on a	Healthy Me - exercise, healthy food, keeping clean, safety  Essential 1  Know the names for some parts of their body Know when and how to wash their hands properly Talk about and identify healthy and unhealthy food and drink.  Know that we can eat unhealthy foods sometimes.  Know that we need to eat healthy food more often.  Know that we should brush our teeth twice a day to keep them clean and healthy.		



## EYFS Essential knowledge across the curriculum

	<p>Explore feelings of characters in key stories and link to the children's own experiences.</p> <p>Begin to select and use activities and resources with help when needed.</p> <p>Begin to (with support) follow classroom rules.</p> <p>Begin to develop independence within self-care routines.</p> <p>Begin to play with one or more children.</p> <p>Work in pairs to play games such as snap and dominoes.</p> <p>Begin to see themselves as part of a community - nursery class.</p> <p>Get to know one another by sharing photographs and experiences in small groups.</p> <p>Play circle games to support getting to know one another.</p>	<p>Begin to follow classroom rules.</p> <p>Begin to develop greater independence within self-care routines.</p> <p>Play with one or more children.</p> <p>Work as part of a group in a collaborative piece of artwork.</p> <p>Learn to take turns in talking by playing circle games.</p> <p>See themselves as part of a community - nursery class.</p> <p>Think about keeping themselves safe by talking about and selecting appropriate clothing for the weather.</p> <p>Play a game of 'hide and seek' as part of a small group.</p> <p>Work as part of a group to play parachute games.</p> <p>Talk about the clothes we need to wear to keep warm; practise putting on</p>	<p>journey around the bike track and take turns to do so.</p> <p><b>Vocabulary:</b> friend, friendship, love, share, turns, group, listen, help, feelings, worry, sad, upset, angry, happy, excited, rules, follow, listen, safe</p> <p><b>Essential 2</b></p> <p>Know what a challenge is</p> <p>Know how to set goals and work towards them</p> <p>Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older •</p> <p>Explore feelings by linking to the characters in key texts or by thinking about how other may feel in different situations.</p> <p>Manage own self-care needs by getting dressed appropriately for outdoor learning/PE.</p> <p>Sort and identify which clothes would be worn for different seasons.</p> <p>Know how to dress and keep warm for winter.</p> <p>Work collaboratively to help other children in dressing for outdoor learning.</p> <p>Talk about and know the importance of sharing resources.</p> <p><b>Vocabulary:</b> challenge, goal, aim, target, feelings, worried, happy, excited, nervous, warm, safe, help, support</p>	<p>Experience tasting new fruits and vegetables and share likes and dislikes.</p> <p><b>Vocabulary:</b> healthy, unhealthy, good, bad, clean, wash, soap</p> <p>Play games as part of a group focus on turn taking; story character snap, number board games, character bingo.</p> <p>Explore the feelings of characters from familiar stories.</p> <p>Explore own feelings linking to the character from the story; who has felt excited like Daisy? Why? Who has felt disappointed like Daisy? Why?</p> <p><b>Vocabulary:</b> group, share, turn, wait, listen, feelings, happy, sad, worried, upset, excited, disappointed</p> <p><b>Essential 2</b></p> <p>Know what the word 'healthy' means</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Know some things that they need to do to keep healthy</p> <p>Know that they need to exercise to keep healthy •</p> <p>Know how to help themselves go to sleep and that sleep is good for them</p> <ul style="list-style-type: none"> <li>•</li> </ul>
--	---	---	--	--

## EYFS Essential knowledge across the curriculum

	<p>Find and put on own coat to go outside.</p> <p>Put on wellies to go outside.</p> <p>Ask for help when needed.</p> <p><b>Vocabulary: feelings, happy, sad, angry, worried, upset, together, group, share, kind</b></p> <p><b>Essential 2 knowledge</b> Begin to follow the daily routines using a visual timetable for support.</p> <p>Talk about their favourite activities or games in school and at home.</p> <p>Ask a friend what their favourite things or activities are.</p> <p>Using the key text 'The Friendship Bench', talk about the different emotions the characters experience in the story.</p> <p>Talk about their own feelings starting Reception and/or a new school.</p>	<p>own scarf, hat, gloves, coat, wellies, with some support where necessary.</p> <p>Use fiction and non-fiction books, such as Who is hiding in the woods? And Peep inside the forest to explore and talk about emotions; why do you think the animals might want to hide?</p> <p><b>Vocabulary: safe, warm, together, group, turns, feelings, sad, worried, rules, help, turns, listen, group, together</b></p> <p><b>Essential 2</b> Talk about how Sam the squirrel feels when he notices that a leaf is missing.</p> <p>Recognise that our facial expressions can show how we are feeling.</p> <p>Recognise that how we talk can show how we are feeling.</p> <p>Talk about our own feelings about the seasons of autumn.</p>	<p>Know what to do if they get lost • Know how to say No to strangers.</p> <p>Make links to key texts and think about social phrases and greetings we use when we greet one another.</p> <p>Discuss how key characters feel at different parts of a story.</p> <p>When experiencing handling caterpillars/minibeasts, work together to develop a set of rules to follow to keep us and the creatures safe.</p> <p>Work as part of a group when working on a collaborative project; e.g. making an obstacle course, acting out the story.</p> <p>Manage own self-care needs during the summer months; getting appropriately dressed, drinking enough water, sitting in the shade.</p> <p>Continue to develop understanding of why we have rules and how they keep us safe.</p> <p><b>Vocabulary: greet, meet, welcome, feel, feelings, worry, happy, excited, nervous, upset, rules, safe, safety, protect, together, listen, share, hear, turns</b></p>
--	--	---	---




## EYFS Essential knowledge across the curriculum

	<p>Compare their own feelings to those of the characters in the story.</p> <p>Use a book to talk about how to make new friends.</p> <p>Use the characters of Tilly and Flint to explore what makes a good friend.</p> <p>Work collaboratively to create and use a friendship bench.</p> <p>Begin to see self as a valuable individual.</p> <p>Talk about all the things that we are good at doing &amp; the things that make us 'amazing'.</p> <p>Tell a friend some of the things they like about them and/or think they should be proud of.</p> <p>Make certificates &amp; stickers to praise one another.</p> <p>Begin to express feelings &amp; understand how others might be feeling,</p>	<p>and winter and begin to give reasons.</p> <p>Discuss likes and dislikes about a familiar story.</p> <p>Identify and talk about favourite parts of a familiar story.</p> <p>Think about the feelings of characters in key texts; how do you think the hen feels when the other animals don't want to help her.</p> <p>Read the stories; 'People need people' by Benjamin Zephaniah &amp; the Enormous turnip.</p> <p>Talk about and share experiences of helping someone else and how it made them feel.</p> <p><b>Vocabulary:</b> feelings, worried, upset, anxious, frightened, scared, excited, pleased, friends, friendship, because, argument, sorry, like, dislike, favourite, helpful, kind, caring</p>		
--	---	--	--	--

## EYFS Essential knowledge across the curriculum

	<p>including some characters in texts.</p> <p>Consider the feelings and lives of others by exploring how a child would move sat in a wheelchair.</p> <p>Begin to identify &amp; moderate own feelings socially &amp; emotionally.</p> <p>Use book talk related to 'Amazing' to identify where there might have been conflicts &amp; what the children could do to solve them.</p> <p>Begin to resolve conflicts with others by negotiating &amp; compromising.</p> <p>Begin to set own goals &amp; show resilience &amp; perseverance in the face of challenge.</p> <p>Manage own self care needs.</p> <p>Develop confidence to try new activities &amp; show independence.</p>			
--	---	--	--	--

## EYFS Essential knowledge across the curriculum

	<p>Know and begin to talk about the different factors that support their overall health &amp; wellbeing; regular physical activity, healthy eating, toothbrushing and having good sleep routines.</p> <p><b>Vocabulary:</b> special, unique, amazing, wonderful, talent, gift, friend, kind, share, care, disagree, argue, sorry, resolve</p>					
<p><b>Communication &amp; Language</b></p> 	<p><b>Essential 1</b> Understand simple questions - who, what and where.</p> <p>Enjoy listening to stories and begin to remember some key events.</p> <p>Look carefully at illustrations making comments, predicting what might happen, developing deeper understanding through questioning.</p> <p>Predict sentence endings by filling in missing words.</p>	<p><b>Essential 1</b> Use a wider range of vocabulary Use longer sentences of 4-6 words.</p> <p>Understand simple questions - 'who', 'what' and 'where' &amp; understand some 'why?' questions.</p> <p>Recount simple events with support, e.g. autumn walk.</p> <p>Enjoy listening to stories and begin</p>	<p><b>Essential 1</b> Be able to express a point of view Can start a conversation with an adult or a friend and continue it for many terms. Use talk to organise themselves and their play. Understand some why questions related to their own experiences.</p> <p>Begin to retell a simple past event in the correct order.</p> <p>Continue to learn new rhymes/songs</p>	<p><b>Essential 1</b> Enjoy listening to longer stories and can remember much of what happens. Be able to talk about familiar books and be able to tell a long story.</p> <p>Understand simple questions - who, what and where.</p> <p>Understand some why questions</p>	<p><b>Essential 1</b> Sing a large repertoire of songs Know many rhymes.</p> <p>Understand some why questions in a range of contexts.</p> <p>Begin to retell a short familiar text and develop own narrative.</p> <p>Begin to retell a past event in the correct order; beginning/middle/end.</p>	<p><b>Essential 1</b> Enjoy listening to linked stories, recalling key events in sequence.</p> <p>Talk about familiar books.</p> <p>Use a wider range of vocabulary linked to: text/topic &amp; daily routines.</p> <p>Understand an instruction with 2 parts.</p>

## EYFS Essential knowledge across the curriculum

<p>Pay attention to one thing at a time across the day.</p> <p>Follow an instruction with one part.</p> <p>Begin to understand some 'why' questions related to own experiences.</p> <p>Begin to use a wider range of vocabulary, linked to daily routine/theme of learning.</p> <p>Play games to explore new vocabulary from key text, e.g. action words.</p> <p>Begin to learn new rhymes/songs and develop a repertoire.</p> <p>Continue to develop use of different tenses, not always correct.</p> <p>Begin to use longer sentences of 4/5 words.</p> <p>Begin to use talk to organise selves/play.</p>	<p>to remember key events.</p> <p>Join in with text retell using some actions.</p> <p>Name key characters in a text.</p> <p>Begin to talk about a familiar book one-to-one.</p> <p>Follow an instruction with one part.</p> <p>Begin to use a wider range of vocabulary, linked to daily routine or the text we are learning from.</p> <p>Learn new rhymes and begin to develop a repertoire of songs.</p> <p>Join in with the actions of familiar songs.</p> <p>Begin to fill in missing words</p>	<p>&amp; develop a repertoire.</p> <p>Continue to develop communication; using different tenses.</p> <p>Begin to use longer sentences of 4/6 words.</p> <p>Begin to join sentences using 'and'.</p> <p>Use talk to organise themselves or their play.</p> <p>Begin to listen to others in a small group.</p> <p><b>Vocabulary: why, because, then, after, next, rhymes, song, words, and, listen, speak, hear</b></p> <p><b>Essential 2</b></p> <p>Articulate their ideas and thoughts in well-formed sentences</p>	<p>related to their own experiences.</p> <p>Begin to express a point of view.</p> <p>Begin to follow a two-part instruction.</p> <p>Begin to listen to others in a small group.</p> <p><b>Vocabulary: question, answer, listen, who, what, where, why, because, and</b></p> <p><b>Essential 2</b></p> <p>Describe events in some detail</p> <p>Engage in story times</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story once they have</p>	<p>Follow a two-part instruction linked to daily routine.</p> <p>Talk about familiar books and express a point of view.</p> <p>Continue to develop communication and use a range of tenses.</p> <p>Join sentences with 'and' and begin to use or/because.</p> <p>Start and continue a conversation by taking turns.</p> <p><b>Vocabulary: and, or, because, follow, listen, like, dislike, retell, then, now</b></p> <p><b>Essential 2</b></p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs.</p>	<p>Understand and answer who/what/where/ why questions.</p> <p>Begin to understand 'why' and 'when' questions.</p> <p>Talk about past events and begin to develop accuracy with the use of tenses.</p> <p>Begin to join words and phrases using and, or,because,but.</p> <p>Start a conversation with others and continue it for many turns.</p> <p><b>Vocabulary: stories, books, non-fiction, information, listen, hear,</b></p>
---	---	---	--	--	--

## EYFS Essential knowledge across the curriculum

<p><b>Vocabulary:</b> <i>who, what, where, listen, still, turn, answer, question</i></p> <p><b>Essential 2</b> Understand how to listen carefully and why listening is important.</p> <p>Listen to and enjoy a variety of stories/poems/rhymes/non-fiction texts.</p> <p>Learn and use new vocabulary linked to daily routine/theme of learning and key texts.</p> <p>Predict some of the story line and vocabulary.</p> <p>Talk about story events, characters and setting with support.</p> <p>Begin to show an awareness of how stories are structured.</p> <p>Understand that a question or</p>	<p>from familiar rhymes and/or songs.</p> <p>Begin to use talk to organise themselves or their play.</p> <p><b>Vocabulary:</b> <i>who, what, where, why, because, story, song, rhyme, character</i></p> <p><b>Essential 2</b> Listen carefully in small groups and with increasing attention during whole class inputs.</p> <p>Listen to and enjoy a wider variety of stories/poems/rhymes/non-fiction texts.</p> <p>Begin to say how they feel about stories, rhymes or poems.</p>	<p>Connect one idea or action to another using a range of connectives</p> <p>Develop social phrases.</p> <p>Listen carefully with increasing attention during whole class inputs.</p> <p>Listen carefully to and learn rhymes, poems and songs linked to key texts and themes.</p> <p>Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Connect one idea or action to another</p>	<p>developed a deep familiarity with the text.</p> <p>Listen carefully with increasing attention during whole class inputs.</p> <p>Listen carefully to and learn rhymes, poems and songs.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge &amp; vocabulary.</p> <p>Hold conversations when engaged in back and forth exchanges.</p> <p>Ask questions to find out more</p>	<p>Respond to what they hear, using relevant comments and questions to clarify their understanding.</p> <p>Re-enact and retell simple texts (fiction &amp; non-fiction), using some vocabulary &amp; language structures from the text.</p> <p>Listen to &amp; talk about non-fiction books, developing a familiarity, with new knowledge and vocabulary.</p> <p>Share non-fiction facts linked to focus text/theme.</p> <p>Hold conversations when engaged in back-and-forth exchanges.</p> <p>Participate in group discussions.</p> <p>Understand and use recently learnt vocabulary during</p>	<p><b>Vocabulary:</b> <i>follow, who, what, where, why, before, then, after, next, ad, or, because, but, share, turns</i></p> <p><b>Essential 2</b> Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs.</p> <p>Respond to what they hear, using relevant comments and questions to clarify their understanding.</p> <p>Re-enact and retell simple texts (fiction &amp; non-fiction), using some vocabulary &amp;</p>
---	---	--	---	---	---

## EYFS Essential knowledge across the curriculum


<p>instruction that has two parts.</p> <p>Understand why questions.</p> <p>Answer questions with relevant comments and begin to ask questions to find out more.</p> <p>Begin to articulate their ideas and thoughts in well-formed sentences.</p> <p>Begin to connect one idea or action to another using a range of connectives.</p> <p>Begin to re-enact and retell simple stories, using some vocabulary and language structures from the text.</p> <p><b>Vocabulary:</b> listen, still, focus, question, answer, story, rhyme, poem, sentence, beginning, middle, end</p>	<p>Learn and use new vocabulary linked to new experiences and key texts.</p> <p>Talk about story events, characters and setting with developing confidence.</p> <p>Begin to show an awareness of how stories are structured (beginning, middle, end).</p> <p>Answer questions 1:1 and in small groups with relevant comments.</p> <p>Ask questions 1:1 and in small groups, to find out more, extending knowledge.</p> <p>Begin to articulate ideas and thoughts in well-formed sentences (including the use</p>	<p>using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Re-enact &amp; retell simple stories, using some vocabulary and language structures from the text and their own innovation.</p> <p>Begin to share non-fiction facts linked to focus text/theme.</p> <p><b>Vocabulary:</b> fiction, non-fiction, like, dislike, listen, hear, share, turns, order, retell, order,</p>	<p>and to check they understand what has been said to them.</p> <p>Articulate their ideas &amp; thoughts in well-formed sentences.</p> <p>Begin to share non-fiction facts linked to focus text/theme.</p> <p><b>Vocabulary:</b> ideas, fiction, non-fiction, like, dislike, listen, hear, share, turns</p>	<p>discussions about stories, non-fiction, rhymes &amp; poems and during role play.</p> <p>Articulate their ideas &amp; thoughts in well-formed sentences, including the correct use of tenses; and use of conjunctions with some practitioner support.</p> <p><b>Vocabulary:</b> listen, talk, enjoy, turns, share, fiction, non-fiction, conversation</p>	<p>language structures from the text.</p> <p>Listen to &amp; talk about non-fiction books, developing a familiarity, with new knowledge and vocabulary.</p> <p>Share non-fiction facts linked to focus text/theme.</p> <p>Hold conversations when engaged in back-and-forth exchanges.</p> <p>Participate in group discussions.</p> <p>Understand and use recently learnt vocabulary during discussions about stories, non-fiction,</p>
---	--	---	---	---	---



## EYFS Essential knowledge across the curriculum

		<p>of some irregular tenses).</p> <p>Begin to connect one idea or action to another using a range of connectives.</p> <p>Begin to re-enact and retell simple stories, using some vocabulary &amp; language structures from the text.</p> <p>Begin to describe events in some detail, showing awareness of the listener.</p> <p>Learn new vocabulary Use new vocabulary throughout the day</p> <p>Use new vocabulary in different contexts</p> <p>Engage in non-fiction books</p>				<p>rhymes &amp; poems and during role play.</p> <p>Articulate their ideas &amp; thoughts in well-formed sentences, including the correct use of tenses; and use of conjunctions with some practitioner support.</p> <p><b>Vocabulary:</b> listen, talk, enjoy, turns, share, fiction, non-fiction, conversation</p>
--	--	--	--	--	--	---

## EYFS Essential knowledge across the curriculum

		<p>Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary</p> <p>Experience working as part of a group to make food; bread, butter, toast or a sandwich.</p> <p>Vocabulary: listen, skills, attention, story, rhyme, poems, setting, characters, beginning, middle, end, because</p>				
<p>Physical development</p>  <p>Gross motor</p>	<p><b>Essential 1:</b> Continue to develop movement skills; walking, running, jumping &amp; climbing.</p> <p>Continue to develop balancing skills at low level.</p> <p>Travel and balance along an obstacle</p>	<p><b>Essential 1:</b> Use large movements of different body parts to mimic the movements of different animals from the stories the children read.</p> <p>Use gross motor skills to balance</p>	<p><b>Essential 1:</b> Continue to develop and refine gross motor skills; walk, run, jump &amp; climb.</p> <p>Balance at a low level.</p> <p>Negotiate space indoors and outdoors.</p>	<p><b>Essential 1:</b> Continue to develop and refine gross motor skills; walk, run, jump &amp; climb.</p> <p>Balance at a low level.</p>	<p><b>Essential 1:</b> Use gross motor movements to move like the characters in the story; flap wings, stand on one leg, hop.</p> <p>Dance to music with different beats/rhythm/temp.</p>	<p><b>Essential 1:</b> Continue to develop their movement skills; travelling in a variety of ways.</p> <p>Experience using gross motor movements</p>

## EYFS Essential knowledge across the curriculum

<p>course that the children have made.</p> <p>Play a parachute game and find different ways to travel under the canopy.</p> <p>Play games such as Simon says linked to actions in the text.</p> <p>Continue to develop riding skills - scooter/trike/balance bike.</p> <p>Continue to develop ball skills - rolling. Roll balls to friends and learn their names, roll a ball through a friends legs.</p> <p>Begin to use large-muscle movements to wave flags and streamers, paint &amp; make marks.</p> <p>Use large movements to build a den.</p>	<p>to walk across pieces of equipment.</p> <p>Roll a ball to knock down skittles.</p> <p>Use large arm movements to throw a ball at a target.</p> <p>Use kicking skills to kick a ball at a target.</p> <p>Use a balance bike to move along a track.</p> <p>Control a tricycle by pedalling to move along a track.</p> <p>Show control over a piece of equipment to avoid obstacles.</p>	<p>Use indoor and outdoor equipment to develop upper body strength.</p> <p>Take part in 'Dough gym' activities to develop upper body strength, upper arm movements and bilateral co-ordination.</p> <p>Learn to hop.</p> <p>Begin to learn to skip (without a rope).</p> <p>Continue to develop riding skills; scooter, trike, balance bike.</p> <p>Continue to develop ball skills; rolling, kicking and throwing.</p>	<p>Negotiate space indoors and outdoors.</p> <p>Use indoor and outdoor equipment to develop upper body strength.</p> <p>Take part in 'Dough gym' activities to develop upper body strength, upper arm movements and bilateral co-ordination.</p> <p>Learn to hop.</p> <p>Begin to learn to skip (without a rope).</p> <p>Continue to develop riding skills; scooter, trike, balance bike.</p>	<p>Complete an obstacle course with a 'pond' in the middle.</p> <p>Play a game of 'duckling following' (similar to follow the leader), moving in and out of obstacles.</p> <p>Work as part of a group to move large objects to make a nest.</p> <p><b>Vocabulary:</b> flap, balance, hop, dance, move, rhythm, beat, stamp, shake, sway, travel, climb, crawl, over, under</p> <p><b>Essential 2:</b> Watch videos of minibeasts/insects and copy the way that they move including large and small</p>	<p>to; dig, water, balance, manoeuvre wheeled toys, e.g. a wheelbarrow.</p> <p>Use large muscle movements to mark make on a large scale.</p> <p>Collaborate with others to manage large items when constructing a model beanstalk or making a model castle.</p> <p><b>Vocabulary:</b> travel, move, dig, digging, water, watering, life, tip, balance, move, change, stop</p>
--	--	---	---	--	---

## EYFS Essential knowledge across the curriculum

<p>Use large motor movements to build a tower.</p> <p>Use large &amp; small motor skills to do things independently, for example manage buttons &amp; zips and pour drinks.</p> <p>Learn to use the toilet with help, developing independence.</p> <p>Crawl into a den with a friend to share a book.</p> <p>Walk through mud and puddles making footprints.</p> <p>Walk like a character from our core text, e.g. Pete the Cat; walk with head held high, stretch legs, step into a puddle/mud.</p> <p>Walk on a thick chalk line using; small</p>	<p>Build shoulder and elbow pivot strength by waving fabric/scarves.</p> <p>Move different body parts to a piece of music to mimic the movement of leaves and trees in autumn time.</p> <p><b>Vocabulary:</b> lift, move, stretch, climb, jump, hop, balance, roll, kick, control, pedal, ride, steer</p> <p><b>Essential 2:</b> Watch a video clip of how squirrels move and explore.</p> <p>Using different body parts, move like a squirrel.</p>	<p>Begin to collaborate with others to manage large items; making a den, making obstacle courses.</p> <p>Remember some sequences/patterns of movement related to music and rhythm.</p> <p><b>Vocabulary:</b> walk, run, jump, climb, balance, strength, strong, pull, push, move, hop, skip, fast, slow</p> <p><b>Essential 2:</b> After watching a video about penguins - think about and mimic the different movements of a penguin using large movements; shuffle, waddle, flap, huddle, slide.</p>	<p>Continue to develop ball skills; rolling, kicking and throwing.</p> <p>Begin to collaborate with others to manage large items; making a den, making obstacle courses.</p> <p>Remember some sequences/patterns of movement related to music and rhythm.</p> <p><b>Vocabulary:</b> walk, run, jump, climb, balance, strength, strong, pull, push, move, hop, skip, fast, slow</p>	<p>movements up high and down low.</p> <p>Use animal movements in an obstacle course.</p> <p>Use throwing skills to aim a beanbag into a target.</p> <p>Whilst playing a target game, make marks and keep a tally for the score.</p> <p><b>Vocabulary:</b> move, fast, slow, faster, slower, high, low, large, small, crawl, hop, jump, wriggle, wriggling, aim, target, throw, strong, push</p>	<p><b>Essential 2:</b> Move and dance like sea creatures.</p> <p>Balance in different ways using equipment indoors and outdoors.</p> <p>Work collaboratively to make an obstacle course as part of a group.</p> <p>Develop ball skills; bouncing, throwing and catching, using a bat and ball.</p> <p>Use gross motor movements when using equipment</p>
---	---	--	--	--	--

## EYFS Essential knowledge across the curriculum

<p>steps, big steps, run, jump with two feet together.</p> <p>Roll a ball and chase it.</p> <p>Roll the ball to a friend.</p> <p>Roll a ball through a friend's legs.</p> <p>Make up and down movements with pieces of ribbon.</p> <p><b>Vocabulary:</b> <i>balance, travel, low, high, build, move, stretch, roll, listen</i></p> <p><b>Essential 2:</b> Learn to play a variety of outdoor games; hopscotch, hoola hoop for example.</p> <p>Play ball games with a friend using different skills;</p>	<p>Move safely around a large space, negotiating obstacles and changing speed and direction.</p> <p>Travel along an obstacle course in different ways.</p> <p>Take part in a woodland relay race, collecting autumn objects and working as part of a team.</p> <p>Balance along a low-level beam.</p> <p>Learn the tree, the squirrel and the mouse Yoga poses</p> <p>Take part in Dough gym activities to build upper body and arm</p>	<p>Watch video clips of other animals that live in cold countries and mime their movement, e.g. polar bear, arctic fox, snow leopard.</p> <p>Using a ball, refine rolling skills to play a game of skittles.</p> <p>Using a ball, refine throwing and catching skills as part of a pair.</p> <p>Work collaboratively to move large scale equipment to make a den for an animal.</p> <p><b>Vocabulary:</b> <i>waddle, shuffle, huddle, flap, move, slow, slower, fast,</i></p>	<p><b>Vocabulary:</b> <b>Essential 2:</b> After watching a video of elephants moving around in the rain, move like an elephant; stomp, sway, stretch and change direction.</p> <p>Watch videos of the way other animals from the key text move and move in similar ways to these animals.</p> <p>Watch video clips of animals in the wild balancing; think about how humans balance and</p>	<p>such as litter pickers.</p> <p><b>Vocabulary:</b> <i>move, fast, faster, slow, slower, dance, music, listen, rhythm, beat, steps, order, sequence, throw, catch, hit, bat</i></p>
---	---	---	---	--

## EYFS Essential knowledge across the curriculum



<p>rolling, throwing and catching.</p> <p>Throw a ball into a goal.</p> <p>Kick a ball into a goal.</p> <p>Use large scale movements to make left to right patterns in sand.</p> <p>Begin to develop overall body-strength, balance, co-ordination &amp; agility by trying some of the actions in the text; cycling, dancing, throwing and kicking a ball, playing hide and seek and follow the leader.</p> <p>Manoeuvre a variety of wheeled toys and equipment (e.g. trikes, scooters, push chair, trolleys) up and down slopes, around</p>	<p>strength and improve overall core strength.</p> <p>Begin to develop overall body-strength, balance, co-ordination &amp; agility by taking part in a variety of games and accessing outdoor play equipment.</p> <p>Begin to use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor.</p> <p>Begin to confidently and safely use a range of large and small apparatus indoors and</p>	<p>faster, quick, quickly, ball, roll, aim, target, partner, score, throw, catch</p>	<p>then use equipment in the indoor and outdoor environment to refine balancing skills.</p> <p>Use a bat to hit a ball at a target.</p> <p><b>Vocabulary:</b> stamp, sway, stretch, direction, move, tall, small, balance, bat, ball, target, hit, strike, drop</p>		
---	---	--	---	--	--



## EYFS Essential knowledge across the curriculum

	<p>corners and around obstacle courses.</p> <p>Revise &amp; consolidate movement skills already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Begin to use core muscles to achieve a good posture when sitting at a table or on the floor.</p> <p>Begin to confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p> <p>Use large movements to kick a ball at a target.</p> <p>Begin to show control in throwing a ball.</p>	<p>outdoors, alone and in a group.</p> <p>Further develop and refine a range of ball skills including; throwing, catching and kicking.</p> <p>Further develop the skills they need to manage the school day successfully; lining up &amp; queuing, mealtimes, personal hygiene.</p> <p><b>Vocabulary:</b> explore, movement, search, stretch, balance, faster, slower, still, high, low, pose, yoga, travel, relay, race, teamwork, kick, throw,</p>				
--	---	--	--	--	--	--

## EYFS Essential knowledge across the curriculum

	<p>Use gross motor movements to develop skills for writing the different letter families (long ladder, one armed robot, curly caterpillar, zigzag).</p> <p><b>Vocabulary:</b> balance, control, strength, movement, apparatus, safe, safety, safely, equipment,</p>	<p><b>catch, arms, muscle, strong, strength, apparatus, equipment.</b></p>				
<p><b>Fine motor</b></p>  	<p><b>Essential 1:</b> Use some one-handed tools &amp; equipment, e.g. jugs for pouring.</p> <p>Begin to hold a pencil with a comfortable grip.</p> <p>Make vertical and horizontal lines - Beery shapes working with large scale initially and gradually decreasing the size to small scale.</p>	<p><b>Essential 1:</b> Use an age appropriate grip to hold different mark making equipment to make large scale chalking of a rainbow, branches, owls &amp; flowers.</p> <p>Using increasing fine motor control over equipment such as tweezers to move objects</p>	<p><b>Essential 1:</b> Increase independence getting dressed and undressed.</p> <p>Use some one-handed tools and equipment; writing/mark making tools and stage appropriate scissors.</p> <p>Continue to develop a comfortable grip with good control</p>	<p><b>Essential 1:</b> Increase independence getting dressed and undressed.</p> <p>Use some one-handed tools and equipment; writing/mark making tools and stage appropriate scissors.</p>	<p><b>Essential 1:</b> Use chalk to draw story characters.</p> <p>Draw pathways from one character to another using large muscle movements.</p> <p>Using loose parts, create a piece of transient art of a nest or favourite character.</p>	<p><b>Essential 1:</b> Show a preference for a dominant hand.</p> <p>Choose the right resources to carry out their plan during independent learning.</p> <p>Use a range of one-handed tools</p>

## EYFS Essential knowledge across the curriculum

<p>Use different media in the mud kitchen, sand pit and playdough area to pour, stir and mix using a range of equipment.</p> <p>Use small equipment with control to paint circles on different surfaces.</p> <p>Fill and empty different coloured water into containers.</p> <p>When working with mud experience; scooping, mixing, stirring.</p> <p>Make lines and circles with transient art/loose parts.</p> <p>Make large/small marks in water, mud, different coloured paint (linked to Beery shapes).</p> <p>Draw a tail on an image of a cat.</p>	<p>from one place to another.</p> <p>Begin to use adapted scissors with increasing control to cut strips of paper to make a collage of a nest.</p> <p>Use natural resources and fabric to make small beds for small world animals.</p> <p>Cut strips of paper to make the long grass for the rabbits to hide behind.</p> <p>Dry the small world animals after their bubble bath.</p> <p>Make a large letter of their</p>	<p>when holding pens/pencils at an age and stage appropriate level.</p> <p><b>Vocabulary:</b> dress, undress, buttons, zips, open, close, undo, fasten, cut, snip, hold, grip</p> <p><b>Essential 2:</b> Use moulding tools to change the shape and add detail to a playdough model of a penguin.</p> <p>Complete observational drawings of a small world figure penguin.</p> <p>Add increasing amounts of detail to drawings showing different features.</p>	<p>Continue to develop a comfortable grip with good control when holding pens/pencils at an age and stage appropriate level.</p> <p>Form letters correctly to write a name label.</p> <p>Continue to use the Beery shapes learnt (horizontal &amp; vertical lines &amp; circles) to support creating a story map and labelling it to show the progression of a story.</p> <p>Use increasing control when</p>	<p>Draw a self-portrait.</p> <p>Use a comfortable grip with some control when using mark making equipment.</p> <p>Aim to use a tripod grip when using mark making equipment.</p> <p>Draw Beery shapes around story illustrations and draw a line left to right to show the sequence of a story.</p> <p><b>Vocabulary:</b> face, eyes, nose, mouth, beak, wings, character, create, draw, detail</p> <p><b>Essential 2:</b> Use a range of modelling tools with increasing control when</p>	<p>with dominant hand.</p> <p>Develop a comfortable pencil grip, aiming to use a tripod grip.</p> <p>Write a name using correct letter formation.</p> <p>Form letters correctly.</p> <p>Begin to draw with increasing detail to draw what might be at the top of the beanstalk.</p> <p><b>Vocabulary:</b> choose, equipment, grip, hold, pinch, cut, snip, open, close, draw,</p>
--	--	---	--	--	---

## EYFS Essential knowledge across the curriculum

<p><b>Vocabulary:</b> hold, grip, control, Beery shapes, up, down, side to side, pour, stir, mix, circle, shape, line</p> <p><b>Essential 2:</b> Use appropriate control to manipulate loose part equipment to make and decorate their own friendship bench.</p> <p>Use one handed equipment, e.g. scissors, with control.</p> <p>Manipulate construction pieces to make their own friendship bench.</p> <p>Use appropriate fine motor control to handle equipment to change the shape of playdough to make playdough characters.</p>	<p>first initial by sticking natural resources onto an outline.</p> <p>Practise writing the first initial using chunk chalk in the outdoor environment.</p> <p>Draw a horizontal line using a pencil.</p> <p><b>Vocabulary:</b> grip, hold, mark, scissors, open, close, cut, snip</p> <p><b>Essential 2:</b> Roll playdough between the palms to make nuts for a squirrel to eat.</p> <p>Develop control in using different equipment to change the appearance of</p>	<p>Hold a pencil or other mark making equipment with an appropriate grip.</p> <p>Form recognisable letters when writing for different purposes.</p> <p><b>Vocabulary:</b> model, change, twist, pull, shape, moulding tool, push, detail, lead in, around, down, up</p>	<p>drawing and writing.</p> <p><b>Vocabulary:</b> dress, undress, buttons, zips, open, close, undo, fasten, cut, snip, hold, grip</p> <p><b>Vocabulary:</b> <b>Essential 2:</b> Use clay and modelling tools to manipulate and create a model of a favourite animal.</p> <p>Paint a picture of a favourite animal using appropriately sized brushes for the size and texture of the animals.</p>	<p>working with clay.</p> <p>Use fine motor skills of pinching, stretching, twisting and pulling when working with clay.</p> <p>Use different sized brushes with increasing control.</p> <p>Use different media to make caterpillar/snail trails to form target letter correctly.</p> <p><b>Vocabulary:</b> control, hold, model, modelling, shape, twist, pull, pinch, smooth, trail, brush, wide, thin, wider, thinner, direction, follow.</p>	<p><b>detail, write, letter, shape, top, bottom, round, start, end.</b></p> <p><b>Essential 2:</b> Use a consistent and confident grip when using pencils and mark making equipment.</p> <p>Develop stamina and good control when using mark making equipment over a long period of time.</p> <p>Complete observational drawings, adding small details.</p>
---	--	---	--	--	---

## EYFS Essential knowledge across the curriculum


	<p>Complete large-scale sensory writing to refine letter formation of letters in own name.</p> <p>Continue to develop fine motor skills so that they can use a range of tools competently, safely &amp; confidently. Suggested tools: pencils for drawing &amp; writing, paintbrushes, scissors, knives, forks &amp; spoons.</p> <p>Make some Beery shapes using a range of different media.</p> <p>— □ +</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p><b>Vocabulary:</b> hold, grip, letter, direction, shape, tools, control, cut, snip, open, close,</p>	<p>playdough to make a model squirrel, including rolling pins, sieves, extruders, modelling tools, cutters.</p> <p>Use a tripod grip to hold mark making materials.</p> <p>Using a range of multi-sensory media, draw Beery shapes, starting with large shapes and moving to smaller.</p> <p>□ + \ /</p> <p>Begin to draw with increasing accuracy to draw a favourite story character.</p> <p>Experience using different media to form the</p>		<p>Complete a range of multi-sensory and media activities to support gross and fine motor skill development for different letter families.</p> <p><b>Vocabulary:</b> clay, pinch, stretch, roll, smooth, shape, model, modelling, tools, change, brush, thin, wide, small, narrow, detail, stroke, dip</p>		<p><b>Vocabulary:</b> grip, left/right, tripod, pinch, hold, steady, control, detail, small, smaller, large, larger, big, bigger</p>
--	--	---	--	--	--	--

## EYFS Essential knowledge across the curriculum

	<p><i>scissors, roll, flatten, bend, turn twist</i></p>	<p>different letter families in large scale moving to smaller scale.</p> <ol style="list-style-type: none"> <li>1. Long ladder (i, j, l, t, u)</li> <li>2. One armed robot (b, h, k, m, n, p, r)</li> <li>3. Curly caterpillar (c, a, d, e, g, o, q, f, s)</li> <li>4. Zigzag letters (v, w, x, z)</li> </ol> <p>Use rolling pins and moulding tools with playdough to create different shapes to make models of different types of bread.</p> <p><i>Vocabulary: roll, smooth, shape, grip,</i></p>				
--	---	---	--	--	--	--



## EYFS Essential knowledge across the curriculum

		hold, push, move, cut, slice, flatten, squash, shape, grip, control, cross, square, top, bottom, side-to-side, around, large, small, detail				
<p><b>Literacy:</b></p>  <p><b>Word reading</b></p> <p>Also see the progression in RWI (phonic programme) information.</p>	<p><b>Essential 1:</b> Distinguish between different sounds; environmental, instrumental &amp; body percussion.</p> <p>Match sounds on talking tins to photographs of places/objects in Nursery.</p> <p>Play sound lotto to match sounds to photographs.</p> <p>Use different body parts to make and change different sounds.</p>	<p><b>Essential 1:</b> Enjoy joining in with rhymes and songs.</p> <p>Begin to recognise the rhythm in a variety of songs and rhymes.</p> <p>Begin to fill in the missing words of familiar rhymes.</p> <p>Begin to explore voice sounds.</p> <p>Hear the initial sound in their own names.</p>	<p><b>Essential 1:</b> Begin to develop awareness of words that sound the same.</p> <p>Begin to identify and hear initial sounds in words.</p> <p>Explore and begin to talk about different vocal sounds.</p> <p>Begin to orally blend and segment words with support.</p> <p>Begin to understand the difference between</p>	<p><b>Essential 1:</b> Begin to develop awareness of words that sound the same.</p> <p>Begin to identify and hear initial sounds in words.</p> <p>Explore and begin to talk about different vocal sounds.</p> <p>Begin to orally blend and segment words with support.</p>	<p><b>Essential 1:</b> Follow the direction of print.</p> <p>Develop an understanding of the difference between a letter and a word.</p> <p>Read own name.</p> <p>Blend and segment CVC words using Fred Talk.</p> <p>Begin to learn the first 10 sounds of the RWI programme (masdt, inpgs).</p>	<p><b>Essential 1:</b> Identify some initial sounds in words, e.g. bbbean, sssoil, JJJasper.</p> <p>Follow print from left to right.</p> <p>Begin to use l:l correspondence when following print.</p> <p>Read own name.</p>

## EYFS Essential knowledge across the curriculum

<p>Listen to short pieces of music and move along to the rhythm.</p> <p>Play musical instruments in time to the rhythm of short songs.</p> <p>Enjoy and join in with rhymes &amp; songs, tuning in and paying attention.</p> <p>Begin to hear initial sounds in name alliteration activities.</p> <p>Explore different vocal sounds.</p> <p>Enjoy sharing a book with an adult.</p> <p>Begin to understand some of the five key concepts about print; handle books carefully &amp; correctly, name some book parts.</p>	<p>Confidently handle books the correct way and turn pages.</p> <p>Recognise the difference between print and illustrations.</p> <p>Begin to recognise the shape of the first initial of their name.</p> <p>Select their first initial from a selection of 3.</p> <p><b>Vocabulary:</b> rhythm, rhyme, beat, pattern, sound, books, story, pages, cover</p> <p><b>Essential 2:</b> Understand that we read from left to right. Recognise the difference</p>	<p>a letter and a word.</p> <p>Begin to follow the print from left to right.</p> <p>Begin to use 1:1 correspondence.</p> <p>Read own name without visual prompts in a range of contexts.</p> <p><b>Vocabulary:</b> sound, rhyme, first sound, blend, Fred talk, letter, word, follow, read</p> <p><b>Essential 2:</b> Know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Consolidate pre-phonetic skills of alteration, rhyme, oral</p>	<p>Begin to understand the difference between a letter and a word.</p> <p>Begin to follow the print from left to right.</p> <p>Begin to use 1:1 correspondence.</p> <p>Read own name without visual prompts in a range of contexts.</p> <p><b>Vocabulary:</b> sound, rhyme, first sound, blend, Fred talk, letter, word, follow, read</p> <p><b>Essential 2:</b></p>	<p><b>Vocabulary:</b> left, right, start, end, letter, word, name, sounds, Fred talk, blend, together</p> <p><b>Essential 2:</b> Know and apply the RWI phonics programme to read words and sentences at a stage appropriate level.</p> <p>Use blending and segmenting skills to decode unfamiliar words containing GPC.</p> <p>Know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Consolidate pre-phonetic skills of alteration, rhyme, oral blending and segmenting.</p>	<p><b>Vocabulary:</b> sound, letter, print, left, right, follow, name</p> <p><b>Essential 2:</b> Know and apply the RWI phonics programme to read words and sentences at a stage appropriate level.</p> <p>Use blending and segmenting skills to decode unfamiliar words containing GPC.</p> <p>Know that a sentence starts with a capital letter and ends</p>
---	---	--	--	---	--

## EYFS Essential knowledge across the curriculum

<p>Read own name &amp; labels around the classroom without a visual prompt.</p> <p>Begin to play games such as I spy to identify own name from a group of 3.</p> <p>Recognise some familiar logos.</p> <p><b>Vocabulary:</b> sound, noise, loud, quiet, fast, slow, tap, beat, rhythm, rhyme, letter sound, book, cover, title, author, illustrator.</p> <p><b>Essential 2:</b> Understand concepts about print, e.g. direction of print, naming parts of the book.</p> <p>Know the difference between word and letter.</p>	<p>between a letter and a word.</p> <p>Follow words with one-to-one correspondence.</p> <p>Read individual letters by saying the sounds for them in line with RWI programme.</p> <p>Blend sounds into words, applying phonics, to read VC and CVC words.</p> <p>Begin to read a few common exception words.</p> <p>Read phrases and some simple sentences applying phonic knowledge.</p> <p>Re-read books to build up</p>	<p>blending and segmenting.</p> <p>Know that 2 or more letters can join together to form a di/trigraph and make 1 sound (Special friends).</p> <p>Begin to blend sounds together to read words that include di or trigraphs.</p> <p>Refine blending and segmenting skills to build up confidence and fluency.</p> <p>Read labels, captions and some simple sentences in line with phonic knowledge.</p> <p>Know some common exception words in line with</p>	<p>Know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Consolidate pre-phonic skills of alteration, rhythm and rhyme, oral blending and segmenting.</p> <p>Know that 2 or more letters can join together to form a di/trigraph and make 1 sound (Special friends).</p> <p>Begin to blend sounds together to read words that include di or trigraphs.</p> <p>Refine blending and segmenting skills to build up confidence and fluency.</p> <p>Read labels, captions and some simple sentences in line with phonic knowledge.</p> <p>Know some common exception words in line with the RWI programme.</p>	<p>Know that 2 or more letters can join together to form a di/trigraph and make 1 sound (Special friends).</p> <p>Begin to blend sounds together to read words that include di or trigraphs.</p> <p>Refine blending and</p>	<p>with a full stop.</p> <p>Consolidate pre-phonic skills of alteration, rhythm and rhyme, oral blending and segmenting.</p> <p>Know that 2 or more letters can join together to form a di/trigraph and make 1 sound (Special friends).</p> <p>Begin to blend sounds together to read words that include di or trigraphs.</p> <p>Refine blending and</p>
---	---	--	---	---	--

## EYFS Essential knowledge across the curriculum

	<p>Begin to be aware that sentences start with a capital letter and end with a full stop.</p> <p>Continue to develop phonological awareness with a strong focus on rhythm and rhyme, alliteration.</p> <p>Be able to orally blend a word after listening to the sounds segmented.</p> <p>Read individual letters by saying the sounds for them in line with their learning in Read Write Inc.</p> <p>Blend sounds into words to read short words made up of known letter-sound correspondences, applying phonics to read VC and simple CVC words.</p>	<p>confidence in word reading, fluency, understanding &amp; enjoyment.</p> <p><b>Vocabulary:</b> sound, letter, word, sentence, read, blend, Fred talk, left, right</p>	<p>the RWI programme.</p> <p>Re-read books to build up confidence and fluency of word reading and build understanding and enjoyment.</p> <p><b>Vocabulary:</b> sound, special friends, blend, read, sentence, start, end.</p>	<p>Refine blending and segmenting skills to build up confidence and fluency.</p> <p>Read labels, captions and some simple sentences in line with phonic knowledge.</p> <p>Know some common exception words in line with the RWI programme.</p> <p>Re-read books to build up confidence and fluency of word reading and build understanding and enjoyment.</p> <p><b>Vocabulary:</b> sound, special</p>	<p>Re-read books to build up confidence and fluency of word reading and build understanding and enjoyment.</p> <p><b>Vocabulary:</b> sound, special friends, blend, read, sentence, start, end.</p>	<p>segmenting skills to build up confidence and fluency.</p> <p>Read labels, captions and some simple sentences in line with phonic knowledge.</p> <p>Know some common exception words in line with the RWI programme.</p> <p>Re-read books to build up confidence and fluency of word reading and build understanding and enjoyment.</p>
--	---	---	---	--	---	---

## EYFS Essential knowledge across the curriculum

	<p>Begin to read a few common exception words in line with the RWI programme.</p> <p>Begin to read simple phrases/sentences applying phonic knowledge.</p> <p>Begin to re-read books to build up confidence in word reading, fluency &amp; understanding.</p> <p>Vocabulary: sounds, red words, green words, blend, Fred Talk, books, print, direction, read, sentence</p>			<p>friends, blend, read, sentence, start, end.</p>		<p>Vocabulary: sound, special friends, blend, read, sentence, start, end.</p>
Comprehension	<p><b>Essential 1:</b> Enjoy listening to stories and begin to remember some key events.</p> <p>Predict what might happen next in key texts.</p>	<p><b>Essential 1:</b> Enjoy listening to stories and begin to remember key events.</p> <p>Name key characters from stories that they hear.</p>	<p><b>Essential 1:</b> Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary.</p> <p>Continue to explore a variety of texts; fiction and non-fiction.</p>	<p><b>Essential 1:</b> Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary.</p> <p>Continue to explore a</p>	<p><b>Essential 1:</b> Enjoy listening to a range of stories and remember key events/characters.</p> <p>Join in with simple text retelling using actions/refrains.</p>	<p><b>Essential 1:</b> Enjoy listening to linked stories, recalling key events in sequence.</p> <p>Talk about familiar books.</p> <p>Use a wider range of</p>

## EYFS Essential knowledge across the curriculum

<p>Begin to use a wider range of vocabulary linked to key texts.</p> <p>Find the first letter of name with practitioner support.</p> <p><b>Vocabulary:</b> story, beginning, middle, end, what, who, when, first, then, next</p> <p><b>Vocabulary:</b> <b>Essential 2:</b> Predict some of the story line and vocabulary.</p> <p>Talk about story events, characters and setting with support.</p> <p>Begin to show an awareness of how stories are structured.</p> <p>Begin to re-enact and retell simple stories, using some vocabulary and</p>	<p>Begin to talk about a familiar book on a one-to-one basis.</p> <p><b>Vocabulary:</b> story, character, next, then, first, after, start, end</p> <p><b>Essential 2:</b> Listen to a wide variety of poems, rhymes, stories and non-fiction texts)</p> <p>Begin to say how they feel about the stories and books they listen to.</p> <p>Talk about the story events and where they happen.</p> <p>Identify the characters in the story and talk about them with</p>	<p>Understand simple questions - who, what and where.</p> <p>Understand some why questions related to the books they have heard.</p> <p>Begin to retell a story in the correct order.</p> <p>Begin to break the flow of speech into words.</p> <p><b>Vocabulary:</b> story, information, who, what, where, why, because, first, then, next, after</p> <p><b>Essential 2:</b> Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary.</p>	<p>variety of texts; fiction and non-fiction.</p> <p>Understand simple questions - who, what and where.</p> <p>Understand some why questions related to the books they have heard.</p> <p>Begin to retell a story in the correct order.</p> <p>Begin to break the flow of speech into words.</p> <p><b>Vocabulary:</b> story, information, who, what, where, why, because, first,</p>	<p>Begin to retell short familiar text and develop own narrative.</p> <p>Use a wider range of vocabulary linked to focus text.</p> <p>Talk about familiar books and begin to express a viewpoint.</p> <p><b>Vocabulary:</b> story, character, retell, beginning, middle, end, like, dislike.</p> <p><b>Essential 2:</b> Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary.</p> <p>Ask questions to find out more and to check they understand what</p>	<p>vocabulary linked to: text/topic &amp; daily routines.</p> <p>Understand and answer who/what/where/ why questions.</p> <p>Begin to understand 'why' and 'when' questions.</p> <p>Talk about past events and begin to develop accuracy with the use of tenses.</p> <p>Begin to join words and phrases using and, or, because, but</p> <p><b>Vocabulary:</b> stories, books, non-fiction, information, listen, hear,</p>
---	--	---	---	--	---



## EYFS Essential knowledge across the curriculum

<p>language structures from the text.</p> <p><b>Vocabulary:</b> guess, predict, characters, beginning, middle, end, retell</p>	<p>developing confidence.</p> <p>Begin to show an awareness that a story has a beginning, middle and end.</p> <p>Answer questions, 1:1 and in small groups about the stories they have heard.</p> <p><b>Vocabulary:</b> poem, rhyme, stories, non-fiction, information, facts, illustrations, author, setting, character, beginning, middle, end</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Re-enact &amp; retell simple stories, using some vocabulary and language structures from the text and their own innovation.</p> <p>Begin to share non-fiction facts linked to focus text/theme.</p> <p><b>Vocabulary:</b> fiction, non-fiction, information, facts, retell, order</p>	<p><b>then, next, after</b></p> <p><b>Essential 2:</b></p> <p>Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Re-enact &amp; retell simple stories, using some vocabulary and language structures from</p>	<p>has been said to them.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Re-enact &amp; retell simple stories, using some vocabulary and language structures from the text and their own innovation.</p> <p>Begin to share non-fiction facts linked to focus text/theme.</p> <p><b>Vocabulary:</b> fiction, non-fiction, information, facts, retell, order</p>	<p><b>follow, who, what, where, why, before, then, after, next, ad, or, because, but, share, turns</b></p> <p><b>Essential 2:</b></p> <p>Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p>
--	--	---	---	--	--

## EYFS Essential knowledge across the curriculum

				<p>the text and their own innovation.</p> <p>Begin to share non-fiction facts linked to focus text/theme.</p> <p><b>Vocabulary:</b> fiction, non-fiction, information, facts, retell, order</p>		<p>Re-enact &amp; retell simple stories, using some vocabulary and language structures from the text and their own innovation.</p> <p>Begin to share non-fiction facts linked to focus text/theme.</p> <p><b>Vocabulary:</b> fiction, non-fiction, information, facts, retell, order</p>
Writing	<p><b>Essential 1:</b> Make marks on picture to represent their name.</p> <p>Add some marks to their drawings, which they give meaning to.</p> <p>Begin to attempt to write name with some recognisable letters - first letter.</p>	<p><b>Essential 1:</b> Begin to use appropriate grip to hold and control making equipment.</p> <p>Make vertical lines moving from top to bottom.</p>	<p><b>Essential 1:</b> Use a comfortable grip with some control.</p> <p>Revise Beery shapes previously taught (horizontal and vertical lines and circle.</p>	<p><b>Essential 1:</b> Use a comfortable grip with some control.</p> <p>Revise Beery shapes previously taught (horizontal and vertical</p>	<p><b>Essential 1:</b> Begin to write own name with correct letter formation.</p> <p>Use a comfortable grip (tripod) with control.</p> <p>Begin to use letter/print knowledge when</p>	<p><b>Essential 1:</b> Develop a comfortable pencil grip, aiming to use a tripod grip.</p> <p>Write a name using correct letter formation.</p>

## EYFS Essential knowledge across the curriculum

<p>Draw a self-portrait and label with name.</p> <p>Draw 'my family' and label.</p> <p>Make and write a birthday card for a class teddy.</p> <p>Label a picture using their name card.</p> <p>Orally compose a sentence with practitioner support, e.g. I like my..., This is Pete the Cat.</p> <p>Draw a big circle (Beery shape) around a pair of wellingtons in an anti-clockwise direction.</p> <p><b>Vocabulary:</b> write, letter, sound, shape, pencil, grip, move, direction</p> <p><b>Essential 2:</b></p>	<p>Make horizontal lines moving from left to right.</p> <p>Draw circles using an anticlockwise motion.</p> <p>Recognise own name and begin to make marks to represent their own name.</p> <p>With support begin to order letters of their name using letter cards and sound pegs.</p> <p><b>Vocabulary:</b> hold, grip, marks, line, up, down, left, right, side-to-side, round, circle, top, bottom</p> <p><b>Essential 2:</b></p>	<p>Begin to form a horizontal cross shape.</p> <p>Begin to write name with some recognisable letters using name card.</p> <p>Begin to break the flow of speech into words.</p> <p>Develop oral rehearsal; holding a word/caption to write.</p> <p>Dictate to an adult what they want to write.</p> <p>Engage in purposeful writing.</p> <p><b>Vocabulary:</b> grip, control, move, left, right, top, bottom, start, finish, line, circle,</p>	<p>lines and circle.</p> <p>Begin to form a horizontal cross shape.</p> <p>Begin to write name with some recognisable letters using name card.</p> <p>Begin to break the flow of speech into words.</p> <p>Develop oral rehearsal; holding a word/caption to write.</p> <p>Dictate to an adult what they want to write.</p> <p>Engage in purposeful writing.</p>	<p>mark making/writing for a purpose for a range of purposes.</p> <p>Write a name label for a nest of eggs.</p> <p><b>Vocabulary:</b> name, letter, sound, shape, direction, down, up, round, straight, curved.</p> <p><b>Essential 2:</b></p> <p>Spell CVC words with taught phonemes and digraphs.</p> <p>Spell some common exception words in line with the RWI programme.</p> <p>Begin to write a caption or short sentence.</p> <p>Attempt to use spaces between each word.</p>	<p>Form letters correctly.</p> <p>Begin to use letter/print knowledge when mark making and write for a range of purposes, e.g. write name on plant pots.</p> <p><b>Vocabulary:</b> grip, hold, write, left, right, top, bottom, start, end, letter, sound, shape</p> <p><b>Essential 2:</b></p> <p>Spell CVC words with taught phonemes and digraphs.</p> <p>Spell some common exception</p>
---	---	---	--	--	--


## EYFS Essential knowledge across the curriculum

<p>Write own name to label a mini-me model to use during story telling.</p> <p>Label an illustration from the story "The Friendship bench" using initial GPC; s, t or p.</p> <p>Write their own picnic list, representing GPCs from the images provided.</p> <p>Write a basic sentence using their name..."I am..."</p> <p>Write a caption in a speech bubble; "I am in/up/on..."</p> <p>Write a sentence in a speech bubble about what a character can do; "I can..." (run/hop/bop)</p> <p>Begin to compose and orally rehearse a label/caption/short</p>	<p>Write a simple sentence about Sam the squirrel in a speech bubble; "I am...red/big/fat"</p> <p>Write a label for a story map; "It is...red".</p> <p>Write a label to describe a text illustration, e.g. "It is a...nut/log".</p> <p>Compose and orally rehearse a label, caption or simple sentence before writing.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s, VC &amp; simple CVC words in line</p>	<p><b>cross, name, copy, label</b></p> <p><b>Essential 2:</b> Spell CVC words with taught phonemes and digraphs.</p> <p>Spell some common exception words in line with the RWI programme.</p> <p>Begin to write a caption or short sentence.</p> <p>Attempt to use spaces between each word.</p> <p>Begin to use a capital letter and full stop.</p> <p>Orally rehearse a caption/sentence before writing it.</p> <p>Re-read what they have written to</p>	<p><b>Vocabulary:</b> <b>grip, control, move, left, right, top, bottom, start, finish, line, circle, cross, name, copy, label</b></p> <p><b>Essential 2:</b> Spell CVC words with taught phonemes and digraphs.</p> <p>Spell some common exception words in line with the RWI programme.</p> <p>Begin to write a caption or short sentence.</p>	<p>Begin to use a capital letter and full stop.</p> <p>Orally rehearse a caption/sentence before writing it.</p> <p>Re-read what they have written to make sure it makes sense.</p> <p>To write a caption or sentence for a range of purposes.</p> <p>Write a non-fiction caption for an illustration.</p> <p>Label illustrations of the life cycle of a caterpillar.</p> <p>Write a fact card about caterpillars, moths or butterflies.</p> <p><b>Vocabulary: spell, Fred talk, sound,</b></p>	<p>words in line with the RWI programme.</p> <p>Begin to write a caption or short sentence.</p> <p>Attempt to use spaces between each word.</p> <p>Begin to use a capital letter and full stop.</p> <p>Orally rehearse a caption/sentence before writing it.</p> <p>Re-read what they have written to make sure it makes sense.</p> <p>To write a caption or</p>
--	---	--	---	---	--

## EYFS Essential knowledge across the curriculum

<p>sentence before writing it.</p> <p>Begin to spell words by identifying the sounds and then writing then sound with letter/s, VC &amp; simple CVC words - in line with RWI.</p> <p>Begin to write labels/captions/simple sentences.</p> <p>Begin to re-read what they have written to check that it makes sense.</p> <p>Write own name correctly, using correct letter formation.</p> <p>Begin to form some lower-case letters correctly.</p> <p><b>Vocabulary:</b> label, caption, sentence, letter, sound, write, direction, name, spell,</p>	<p>with their RWI learning.</p> <p>Write labels and captions and begin to write some simple sentences.</p> <p>Begin to re-read what they have written to check that it makes sense.</p> <p>Write a label for a drawing or a painting of a favourite character.</p> <p>Write a 'Not I' speech bubble for a favourite character.</p> <p>Write an 'I can...' speech bubble for one of the animal characters.</p> <p><b>Vocabulary:</b> sentence, speech</p>	<p>make sure it makes sense.</p> <p>To write a caption or sentence for a range of purposes.</p> <p><b>Vocabulary:</b> spell, Fred talk, sound, letter, sentence, word, capital letter, full stop</p>	<p>Attempt to use spaces between each word.</p> <p>Begin to use a capital letter and full stop.</p> <p>Orally rehearse a caption/sentence before writing it.</p> <p>Re-read what they have written to make sure it makes sense.</p> <p>To write a caption or sentence for a range of purposes.</p> <p>Write a speech bubble for the elephant (I am in the...).</p> <p>Write 1 or 2 simple</p>	<p><b>letter, sentence, caption, label</b></p>	<p>sentence for a range of purposes.</p> <p>Begin to compose a sequence of 2-3 simple sentences.</p> <p>To write a fact card about a sea creature.</p> <p>To make a zig-zag book to retell a story.</p> <p>To write an instruction poster on how to take care of the school environment.</p> <p><b>Vocabulary:</b> spell, Fred talk, sound, letter, sentence, caption, label</p>
---	--	--	---	--	--

# EYFS Essential knowledge across the curriculum

	capital letter, lower case	bubble, words, sounds, letter, write, direction, label, caption, story map		sentences about a character; This is... She/He/It...  Make a group story book about Bella the umbrella. <b>Vocabulary:</b> spell, Fred talk, sound, letter, sentence,		
<b>Mathematical development</b>    <b>Number</b>	<b>Essential 1</b> Children to use the language of number in their play.  Children to begin to compare the number of items in a group using comparative language.  Children to use counting behaviour to begin to identify the number of objects in a group.	<b>Essential 1</b> Children will learn to display numbers 1 and 2 using their fingers.  Children will count up to 2 objects using touch counting, saying 1 number per item.  Children will develop fast recognition of up to 2 objects	<b>Essential 1</b> Children will learn to recognise 3 dots, like they see on a die, without counting them. Children will continue to recognise 3 objects without counting them, this time in different arrangements. Children will learn to recognise when there are 3 dots, even if they are different sizes. Children are introduced to what the numeral 3 looks	<b>Essential 1</b> Subitise up to 5 in different contexts, including dice patterns and counters on a 5 frame.  Show a matching amount using 'finger numbers'.  Recite numbers past 5 when counting.	<b>Essential 1:</b> Children will compare sets of objects and make predictions on which has more or less.  Children will compare quantities using the vocabulary "more than" and "fewer than".  Children will use counting to check their estimations	<b>Essential 1:</b> Children will recite numbers past 5.  Children will recognise numerals and match the corresponding amount.  Children will begin to order numbers and



## EYFS Essential knowledge across the curriculum

<p>Children begin to identify and match when two groups are the same.</p> <p>Children recognise that the last number they reach when counting is the final amount.</p> <p><b>Vocabulary:</b> more, less, lots, group, same, different, count, touch, number names.</p> <p><b>Essential 2:</b> Can say &amp; find 2 matching objects &amp; can say when 2 objects do not match.</p> <p>Children to make and identify sets of objects and/or images with up to 4/5 items in the set.</p> <p>Children to identify how a group has been</p>	<p>without having to count them individually (subitising).</p> <p>Children will know that the last number reached when counting a small set of objects tells you how many there are in total.</p> <p>Children will recognise the numerals of one and two and begin to match them to the correct amounts.</p> <p><b>Vocabulary:</b> Count, touch, number names, numeral, order, start</p> <p><b>Essential 2</b> Recognise representations</p>	<p>like and learn what it represents Children focus on counting 4 objects Children are introduced to what the numeral 4 looks like and match the numeral 4 to the quantity. Children focus on counting 5 objects Children are introduced to what the numeral 5 looks like and match the numeral 5 to the quantity. Children explore the composition of number 5 using Numicon pieces</p> <p><b>Vocabulary:</b> numbers, order, forwards, count, match, sort, subitise, more, less, together, altogether</p> <p><b>Essential 2</b> Link a numeral to the matching amount.</p>	<p>Identify numerals in different contexts and match the correct amount.</p> <p>Begin to use a 10 frame to arrange amounts greater than 5.</p> <p>Know that the last number reached when counting a set of objects tells them how many there are in total.</p> <p><b>Vocabulary:</b> numbers, order, forwards, count, match, sort, subitise, more, less, together, altogether</p> <p><b>Essential 2:</b> Explore representations</p>	<p>on which group has more or less.</p> <p><b>Vocabulary:</b> more than, less than, fewer than, count, guess, check</p> <p><b>Essential 2:</b> Count beyond 10.</p> <p>Explore how to represent the numbers 11, 12 &amp; 13 using loose parts in different ways.</p> <p>Begin to recognise patterns in numbers beyond 10.</p> <p>Begin to know that numbers beyond 10 are made up of ten and ones.</p> <p>Use manipulatives to explore the structure of</p>	<p>recognise which number comes next in a sequence.</p> <p>Children will be able to state a number that comes before or after a given number.</p> <p>Children will count up to 5 objects accurately.</p> <p>Children will recognise different representation of numbers and sequence them.</p> <p><b>Vocabulary:</b> before, after, bigger, smaller, count, order,</p>
---	--	--	--	---	--

## EYFS Essential knowledge across the curriculum

	<p>sorted and make sets of their own.</p> <p>Can sort objects into 2 or more groups and explain what is the same and what is different.</p> <p>Children can create their own sorting rule.</p> <p>Compare amounts in sorted groups by saying which has more or fewer.</p> <p><b>Vocabulary:</b> match, same, different, sort, group, set, more, fewer</p>	<p>of 1, 2 &amp; 3 using subitising.</p> <p>Sort and match representations of numbers up to 3.</p> <p>Subitise up to 3 dots or objects in different patterns.</p> <p>Recognise numerals 1, 2 and 3.</p> <p>Make own representations to match the numerals 1, 2 &amp; 3.</p> <p>Use cubes to explore and show the one more pattern.</p> <p>Say what 1 more than a number (up to 3) is.</p>	<p>Match representations of numbers to one another and to the numeral.</p> <p>Subitise up to 5 objects in different patterns.</p> <p>Use manipulatives to work out 1 more than from 0 to 5.</p> <p>Use manipulatives to work out 1 less than from 0 to 5.</p> <p>Match representations of the numbers 6, 7 &amp; 8 to one another.</p> <p>Match representations of the numbers 6, 7 &amp; 8 to the corresponding numeral.</p> <p>Explore the representation of the numbers 6, 7 &amp; 8 using a ten frame.</p> <p>Create their own representations of</p>	<p>of the numbers 9 and 10 and begin to identify which show 9 and which show 10.</p> <p>Compare representations of numbers to 10 and sort into groups.</p> <p>Compare representations of numbers to 10 and use the vocabulary more than and less than.</p> <p>Begin to use the vocabulary of greater than and fewer than to compare representations of numbers to 10.</p>	<p>numbers beyond 10.</p> <p>Count beyond 20.</p> <p>Explore number representations beyond 20 and begin to identify patterns within the number system.</p> <p>Engage with number lines and number squares so build experience in recognising 2 digit numbers larger than 20.</p> <p><b>Vocabulary:</b> number, ten, ten frame, how many?, total</p>	<p><b>first, then, next, after</b></p> <p><b>Essential 2:</b> Use mathematical vocabulary to explain reasoning in investigations, e.g. how many more, how many less?</p> <p><b>Vocabulary:</b> more than, less than, fewer, greater, add, take away, subtract</p>
--	---	---	---	---	---	---

## EYFS Essential knowledge across the curriculum

		<p>Use cubes to explore and show the one less pattern.</p> <p>Say what 1 less than a number (up to 3) is.</p> <p>Begin to subitise 4 and 5 in different patterns.</p> <p>Sort and match pictorial representations of 4 and 5.</p> <p>Create their own representations of 4 and 5 using different objects and placing items in different patterns.</p> <p>Use manipulatives to explore &amp; state 1 more up to 5.</p>	<p>the numbers 6, 7 &amp; 8 using a tens frame and counters.</p> <p>Know that the same number can be represented in different ways.</p> <p>Use manipulatives to explore the concept of 1 more than a number up to 8.</p> <p>Recall what 1 more than a given number is up to 8.</p> <p>Use manipulatives to explore the concept of 1 less than a number up to 8.</p> <p>Recall what 1 less than a given number is up to 8.</p> <p>Use a ten frame and counters to represent 1 more/1 less than a given number up to 8.</p> <p>Use manipulatives to combine two groups together to find a total.</p>	<p>Use manipulatives to create representations of the numbers 9 and 10 in different ways.</p> <p>Begin to recognise representations of 9 and 10 by subitising smaller groups and combining them to make a total.</p> <p>Use manipulatives to explore the concept of 1 more than, with numbers up to 10.</p> <p>Recall what 1 more than a given number is up to 10.</p> <p>Use manipulatives</p>		
--	--	---	--	---	--	--

## EYFS Essential knowledge across the curriculum

		<p>Use manipulatives to explore &amp; find 1 less by taking away an item.</p> <p><b>Vocabulary:</b> amount, total, sort, match, numeral, number, how many, 1 more, 1 less, bigger, smaller, how many?, subtract, take away, how many left?</p>	<p>Use subitising and counting skills to find out how many there are altogether.</p> <p><b>Vocabulary:</b> numeral, count, how many?, recognise, match, more than, add, less than, subtract, take away, smaller, bigger, represent, one more, more, add, pattern, combine, group, altogether, total</p>	<p>to explore the concept of 1 less than, with numbers up to 10.</p> <p>Recall what 1 less than a given number is up to 10.</p> <p><b>Vocabulary:</b> nine, ten, ten frame, represent, how many?, more than, less than, compare, greater than, fewer than, one more, add, one less, subtract, take away</p>		
Numerical patterns	<p><b>Essential 1</b> Children will recognise and group objects according to one criteria, e.g.; red or not.</p>	<p><b>Essential 1</b> Children will recognise an AB pattern.  Children will describe an AB</p>	<p><b>Essential 1</b> Children are introduced to the idea that numbers are made up of smaller numbers and they will begin to</p>	<p><b>Essential 1</b> Children will experience comparing the height of different objects using</p>	<p><b>Essential 1:</b> Children begin to use the vocabulary of 'first', 'then', 'next', to order and</p>	<p><b>Essential 1:</b> Children will explore the different pairs of numbers that</p>

## EYFS Essential knowledge across the curriculum

<p>Children will recognise and match similar objects into groups.</p> <p>Children will identify which group has more or less.</p> <p>Children will explore Numicon and begin to identify that some have the same number of holes.</p> <p>Children will begin to recognise basic shapes (circle, triangle &amp; square) and make groups of similar shaped objects.</p> <p>Children will use the language of size to organise groups of objects; bigger, smaller.</p> <p>Children will begin to recognise patterns and prints in the environment.</p>	<p>pattern and predict what will come next in the pattern.</p> <p>Children will create their own AB patterns using natural objects.</p> <p>Children will use their bodies to make movement (e.g. clap, stamp) to create an AB pattern.</p> <p>Children will recognise an error in an AB pattern.</p> <p>Children will describe an ABC pattern and make a prediction about what will come next.</p> <p>Children will explore creating,</p>	<p>explore what number 3 is composed of.</p> <p>Children will continue to explore how numbers are composed of smaller numbers.</p> <p>Children explore the composition of number 5 using Numicon pieces</p> <p>Children learn that triangles are 2-D shapes that have 3 sides. They are asked to identify triangles by counting their sides.</p> <p>Children learn that squares and rectangles are 2-D shapes that have 4 sides. They are asked to identify them by counting their sides.</p> <p>Children learn that pentagons are 2-D shapes that have</p>	<p>the words tall or short.</p> <p>Children will experience comparing the length of different objects using the words long or short.</p> <p>Children experience using measuring equipment (balance scales) &amp; explore what happens when they place different objects in them.</p> <p>Hear and begin to use the words heavier and lighter.</p>	<p>sequence events in a nursery rhyme.</p> <p>Children begin to use the vocabulary of 'first', 'then', 'next', to order and sequence events in a story.</p> <p>Children begin to use the vocabulary of 'first', 'then', 'next', to order and sequence events in a familiar story.</p> <p>Children begin to use the vocabulary of 'first', 'then', 'next', to order and sequence events from their daily routine.</p> <p>Listen to positional language and be able to move an</p>	<p>make up the number 3.</p> <p>Children will explore the different pairs of numbers that make up the number 4.</p> <p>Children will explore the different pairs of numbers that make up the number 5.</p> <p>Children will sequence pictorial representation of numbers.</p> <p><b>Vocabulary:</b> before, after, bigger, smaller, count, order, first, then, next, after, part, part-</p>
---	---	---	--	--	---

## EYFS Essential knowledge across the curriculum

	<p>Children will begin to match similar prints and patterns into groups.</p> <p>Children will sort objects according to different criteria; colour, size, shape.</p> <p><b>Vocabulary:</b> group, sort, same, different, colour, shape, shape names, big, bigger, small, smaller</p> <p><b>Essential 2:</b> Choose 2 objects and be able to state which is big and small.</p> <p>Explore using a balance scale and explain how it shows which object is heavier and which is lighter.</p> <p>Explore containers and say which hold more or less liquid.</p>	<p>describing &amp; extending ABC patterns with natural objects.</p> <p><b>Vocabulary:</b> Pattern, first, then, next, after, same, repeat, wrong, mistake</p> <p><b>Essential 2:</b> Explore the composition of numbers to 3 using counters/concrete objects.</p> <p>Begin to know pairs of numbers that combine to make 1.</p> <p>Begin to know pairs of numbers that combine to make 2.</p>	<p>5 sides. They are asked to identify them by counting their sides.</p> <p>Children explore the composition of number 5 using concrete objects, e.g. Numicon, double sided counters.</p> <p><b>Vocabulary:</b> shapes, bigger, change, different, edge, corners, big, little, smaller, triangle, square</p> <p><b>Essential 2</b> Explore the composition of numbers to 5 using pictorial representations.</p> <p>Explore the composition of numbers up to 5 using manipulatives.</p>	<p>Children use balance scales to investigate which objects are lighter than a given object.</p> <p>Children use balance scales to investigate and state which objects are heavier and which are lighter.</p> <p>Children explore containers that are full or empty (both practically &amp; pictorially).</p> <p>Children compare the capacity of different containers by directly pouring from</p>	<p>object into the correct position.</p> <p>Children follow the positional language of; on, under, in, out, in front, behind.</p> <p>Children are able to identify &amp; talk about the properties of a circle.</p> <p>Children are able to identify &amp; talk about the properties of a triangle.</p> <p>Children are able to identify &amp; talk about the properties of a Rectangle.</p> <p>Children are able to identify &amp; begin to talk about the properties of cubes and cuboids.</p>	<p><b>whole, altogether. Amount</b></p> <p><b>Essential 2:</b> Know that an amount can be shared into groups.</p> <p>Know that groups are equal when they have the same amount.</p> <p>Know that groups are unequal when they don't have the same amount.</p> <p>Experience sharing practically using props or manipulatives.</p>
--	---	--	--	---	--	---



## EYFS Essential knowledge across the curriculum

<p>Explore simple patterns and be able to identify the repeated element.</p> <p>Identify and continue an AB pattern.</p> <p>Create own AB patterns using their own rule.</p> <p>Identify errors in patterns.</p> <p><b>Vocabulary:</b> big, small, balance, balance scale, heavier, lighter, heavy, light, more, less, pattern, repeated, next, continue</p>	<p>Begin to know pairs of numbers that combine to make 3.</p> <p>Identify the 2D shapes of circles and triangles in different representations.</p> <p>Describe properties of circles.</p> <p>Describe properties of triangles.</p> <p>Know that numbers can be made up of smaller amounts.</p> <p>Explore the composition of numbers 4 and 5 using manipulatives.</p>	<p>Using subitising skills, children will explore composition of numbers by recognising smaller numbers within a representation.</p> <p>Use comparative language to compare the mass of two objects.</p> <p>Use the words heavier and lighter to compare the mass of two objects.</p> <p>Use practical, non-standard equipment when using balance scales.</p> <p>Use non-standard units to find the balance when measuring how heavy an object is.</p>	<p>one to another.</p> <p><b>Vocabulary:</b> tall, short, long, heavier, lighter, heavy, light, full, empty, half full</p> <p><b>Essential 2</b></p> <p>Sort a set of objects into long and short objects.</p> <p>Use the vocabulary of long and short and longer and shorter to compare 2 or more objects.</p> <p>Use the language of longer than and shorter than to compare the length of objects.</p>	<p>Children are able to identify &amp; begin to talk about the properties of cylinders.</p> <p>Children are able to identify &amp; begin to talk about the properties of spheres.</p> <p><b>Vocabulary:</b> first, then, next, order, start, end, on, under in, out in front, behind, flat, shape, triangle, circle, square, rectangle, cube, cuboid, cylinder, spheres, edge, straight, curved, corner</p> <p><b>Essential 2:</b></p> <p>Know that the quantity of a group can be changed by adding more.</p>	<p>Say when a group has been shared equally.</p> <p>Say when a group has been shared unequally.</p> <p>Group a set of objects into equal groups.</p> <p>Use sharing and grouping to identify whether a number is odd or even.</p> <p>Know that an even number can be shared equally into groups.</p> <p>Know that an odd number can</p>
--	---	--	---	--	---

## EYFS Essential knowledge across the curriculum

		<p>Begin to recall pairs of numbers that make 4.</p> <p>Begin to recall pairs of numbers that make 5.</p> <p><b>Vocabulary:</b> group, part, whole, part-whole, split, join, together, altogether, total, circle, triangle, straight, round, sides corners</p>	<p>Use non-standards units to investigate capacity of a container.</p> <p>Children to make comparisons between containers and their capacity.</p> <p>Children to compare the capacity of up to 3 containers from Smallest to greatest capacity.</p> <p>Use manipulatives to explore the composition of numbers up to 8.</p> <p>Begin to group manipulatives into pairs.</p> <p>Know that a pair is a group of 2.</p>	<p>Explore the height of objects.</p> <p>Use the vocabulary of tall and short to describe the height of an object.</p> <p>Compare the height of up to 3 objects.</p> <p>Use the vocabulary of shorter than and taller than to compare the height of objects.</p> <p>Explore &amp; use the vocabulary of time to describe events.</p> <p>Make estimates on how many times they can</p>	<p>Know that the quantity of a group can be changed by taking items away.</p> <p>Build mathematical stories in contexts that include adding and subtracting.</p> <p>Use mathematical stories to work out how many items were added or taken away.</p> <p>Working with 2D shapes to group and sort into different criteria.</p> <p>Identify the 'odd one out' in a group of shapes.</p> <p>Use mathematical vocabulary to explain why a</p>	<p>not be shared equally into groups.</p> <p>Build number doubles using manipulatives.</p> <p>Identify number doubles from pictorial representation.</p> <p>Recall number doubles to at least</p> <p>Know that doubling is adding the same again.</p> <p>Complete and extend an ABBC or AABC pattern.</p>
--	--	--	--	---	--	---

## EYFS Essential knowledge across the curriculum

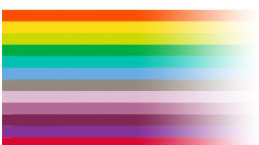
			<p>Know that doubling means twice as many.</p> <p>Experience using manipulatives and pictorial representations to identify doubles and make double collections.</p> <p>Begin to recall number doubles up to 8.</p> <p><b>Vocabulary:</b> part, whole, part-whole, altogether, total, compare, lower, higher, lighter, heavier, light, heavy, balance, how many?, capacity, container, fill, full, same, most, more, less, greatest, least, pairs, groups, twos, odd, even, double, twice as many</p>	<p>complete a given activity in 1 minute.</p> <p>Know the days of the week.</p> <p>Use the days of the week to explain key events that take place in school or in family life.</p> <p>Explore the composition of numbers to 10 using manipulatives.</p> <p>Know that numbers are made up of smaller numbers.</p> <p>Explore number bonds to 10 using manipulatives</p>	<p>shape does not belong in a group.</p> <p>Explore how shapes will look when they have been rotated into different positions.</p> <p>Know that shapes can be composed of other shapes.</p> <p>Explore making a larger shape using smaller shapes.</p> <p>Use positional language to describe where shapes are in relation to one another in a group.</p> <p>Use the words next to, below, above, between to describe position.</p> <p>Decompose a shape by placing or drawing lines</p>	<p>Identify units of repeating patterns.</p> <p>Create their own AAB, ABBC or AABC pattern using a rule they decide.</p> <p>Use small world resources to create a scene using positional language directions.</p> <p>Use photographs of familiar places to describe objects in relation to one another.</p> <p>Use positional language to give</p>
--	--	--	--	--	--	--

## EYFS Essential knowledge across the curriculum

				<p>in different contexts.</p> <p>Begin to match number representations that total 10 when joined together,</p> <p>Explore how number 10 can be arranged in 2 groups using manipulatives.</p> <p>Begin to recall pairs of numbers that add up to 10.</p> <p>Explore how number 10 can be arranged in 3 groups using manipulatives.</p> <p>Know that doubling means twice as many.</p>	<p>to find a smaller shape within the larger shape.</p> <p>Use 2D shapes to copy or create a shape picture.</p> <p>Use mathematical vocabulary to describe how the shapes have been placed and/or rotated.</p> <p>Recognise and name 2D shapes within a 3D shape.</p> <p><b>Vocabulary:</b> add, more, how many?, altogether, first, then, now, 2D, shapes, square, circle, large, small, triangle, rotate, turn, move, complete, position, tangram, below, above, between</p>	<p>instructions to a friend on how to build a model.</p> <p>Using a map, identify landmarks using positional language instructions.</p> <p>Create own maps and describe a route using positional language.</p> <p>Use mathematical language to explain ideas in investigation activities.</p> <p><b>Vocabulary:</b> share, equal, unequal, fair, unfair, how many?,</p>
--	--	--	--	--	--	---

## EYFS Essential knowledge across the curriculum

				<p>Experience using manipulatives and pictorial representations to identify doubles and make double collections.</p> <p>Begin to recall number doubles up to 10.</p> <p>Use manipulatives to explore which numbers are odd and even.</p> <p>Know that even numbers can be grouped in pairs.</p> <p>Know that odd numbers cannot be</p>		<p>groups, groups of, same, odd, even, pattern, repeat, unit of repeat, copy, continue, on, opposite, between, next to, behind, in front, same, different, above, below</p>
--	--	--	--	--	--	---



EYFS Essential knowledge across the curriculum

				<p>grouped into pairs.</p> <p>Recognise and name 3D shapes.</p> <p>Use vocabulary such as flat, faces and curved surface to explain how they have identified a shape.</p> <p>Name the 2D shapes that make up a 3D shape.</p> <p>Use 3D shapes to experiment and investigate their properties.</p> <p>Know which 3D shapes will stack and</p>		
--	--	--	--	--	--	--






EYFS Essential knowledge across the curriculum

				<p>which can roll.</p> <p>Use mathematical vocabulary to explain which shapes will stack and which will roll.</p> <p>Explore and identify 3D shapes in the environment.</p> <p>Copy and continue ABC, ABCD, AABB, AAB &amp; ABB patterns.</p> <p>Identify and describe patterns in the environment.</p> <p>Vocabulary: length, long, short, sort, compare, longer than,</p>		
--	--	--	--	---	--	--

## EYFS Essential knowledge across the curriculum

				<p>shorter than, longest, shortest, height, tall, taller, same, time, today, tomorrow, yesterday, next week, days of the week, minute, how long?, first, then, after, altogether, part, whole, total, bonds, double, same, two times as many, 2D, 3D, surface, flat, faces, curved, sort, cube, cuboid, sphere, cone, cylinder, pyramid, pattern, repeat, copy</p>		
Understanding the world - Past and Present	Essential 1: Know that I was once a baby.	Essential 1: Talk about what the weather is like currently and what they	Essential 1: Begin to use sequencing vocabulary,	Essential 1: Use sequencing vocabulary to support text retelling, e.g.	Essential 1: Investigate the life cycle of a duck.	Essential 1: Explore the life cycle of a plant and be able to


# EYFS Essential knowledge across the curriculum

	<p>Explore photographs of ourselves as babies.</p> <p>Talk about what a baby looks like.</p> <p>Talk about what a baby can do.</p> <p>Look at toys from when we were babies and when our parents/teachers were babies.</p> <p>Explore photographs of my family.</p> <p>Name family members.</p> <p>Talk about how our families are the same or different.</p> <p>Share photographs and current and past pets that children and their families have had.</p> <p><b>Vocabulary:</b> baby, born, small, young,</p>	<p>have experienced in the past.</p> <p><b>Vocabulary:</b> now, then, before, long ago</p> <p><b>Essential 2:</b> Explore photographs of familiar places or people in the past.</p> <p>Talk about similarities and differences they notice in the artefacts.</p> <p><b>Vocabulary:</b> then, now, before, same, different</p>	<p>before, next, after, end</p> <p><b>Vocabulary:</b> before, next, after, end, order</p> <p><b>Essential 2:</b> Explore photographs of a baby, toddler, child and adult in the snow.</p> <p>Sequence photographs of a human over time.</p> <p><b>Vocabulary:</b> then, now, order, older, old, young, younger</p>	<p>before, after, then, next</p> <p><b>Vocabulary:</b> before, after, then, next</p> <p><b>Essential 2:</b> Explore images of familiar places, Knowsley Safari Park/Zoo.</p> <p>Make comparisons between the past and now; what is the same and what is different.</p> <p><b>Vocabulary:</b> then, now, same, different, old, older, new, newer</p>	<p>Watch real duck eggs or videos of duck eggs to witness the life cycle.</p> <p>Begin to use the vocabulary associated with the life cycle; egg, duckling, duck</p> <p>Compare life cycle of a duck to their own lives; baby, toddler, child, adult</p> <p><b>Vocabulary:</b> egg, duckling, duck, hatch, grow, change, then, now</p> <p><b>Essential 2:</b> Explore life cycle of a caterpillar/butterfly and place in a sequence.</p> <p>Use sequential language to describe a life cycle.</p>	<p>sequence images of the life cycle.</p> <p><b>Vocabulary:</b> first, then, next, after, order</p> <p><b>Essential 2:</b> Explore photographs of the seaside now and in the past.</p> <p>Make comparisons and talk about what is the same and what is different.</p> <p>Share books and video clips to explore the seaside in the past.</p> <p>Talk to familiar</p>
---	---	---	--	---	---	--

## EYFS Essential knowledge across the curriculum

	<p>younger, grow, then, now, family, family name, parents, grandparents, sister, brother, cousins, aunty, uncle</p> <p><b>Essential 2:</b> Make a birthday calendar with the children and use this to begin to explore chronology, talking about who was born first and whose birthday will be first in the year.</p> <p>Talk about events from the children's past by sharing photos and experiences of holidays or days out.</p> <p>Look at and talk about dragons in stories from the past.</p> <p>Understand that their birthday and some other key festivals (e.g. Halloween,</p>				<p><b>Vocabulary:</b> then, now, same, different, old, older, new, newer, order, first, then, next, after</p>	<p>people about their experience of the seaside in the past.</p> <p><b>Vocabulary:</b> then, now, before, same, different, questions, ask</p>
--	--	--	--	--	---	---

## EYFS Essential knowledge across the curriculum

	<p>Christmas, Easter) are annual &amp; take place at different times of the year.</p> <p>Make a photographic/pictorial timeline of events through the year including birthdays and festivals.</p> <p><b>Vocabulary:</b> past, then, now, present, same, similar, different, birthday, year, month, festival, timeline, order</p>					
<p><b>Understanding the world – People, culture &amp; communities</b></p> 	<p><b>Essential 1:</b> Know that adults can have a job.</p> <p>Listen to different visitors talk about their jobs.</p> <p>Share stories about different jobs.</p> <p>Know that people celebrate different events.</p>	<p><b>Essential 1:</b> Experience listening to visitors talk about their jobs and how they are different during autumn, e.g. caretaker, gardener.</p> <p>Ask questions to find out about the jobs of</p>	<p><b>Essential 1:</b> Continue to show an interest in different occupations, e.g. vet. Park-keeper, zoo-keeper.</p> <p>Begin to know that there are different countries in the world.</p>	<p><b>Essential 1:</b> Talk about the places the animals live naturally.</p> <p>Use books and short video clips to explore these natural habitats.</p> <p>Talk about how these</p>	<p><b>Essential 1:</b> Go on a walk to the local duck pond.</p> <p>Use photographs from the walk to create a map from Nursery to the duck pond.</p> <p>Talk about features they see</p>	<p><b>Essential 1:</b> Speak to a visitor about their job of gardening.</p> <p>Make a visit to a garden centre.</p> <p>Talk about how and why it is important to</p>

## EYFS Essential knowledge across the curriculum


<p>Share photographs and experiences of birthday celebrations.</p> <p>Plan and take part in a birthday celebration for a class teddy.</p> <p>Talk about pets going to the vets.</p> <p>Visit a pet shop or speak with a vet about taking care of animals.</p> <p>Share the stories 'Lulu gets a cat' and 'Mog and the vee, eee, tee.'</p> <p><b>Vocabulary:</b> adult, job, work, uniform, care, safe, visitor, share, celebrate, birthday, party, decorations, food, drink, games</p> <p><b>Essential 2:</b> Using the core text "The Friendship Bench", compare the different places in the</p>	<p>people in our local community.</p> <p>Visit different buildings/landmarks in our local area on an autumn walk, including the duck pond and St Anne's &amp; Blessed Dominic Church.</p> <p><b>Vocabulary:</b> job, uniform, equipment, autumn, different, like, don't like, what, who, where, why, places, Sutton, St Helens</p> <p><b>Essential 2:</b> Explore Autumn festivals in other faiths and religions.</p>	<p><b>Vocabulary:</b> job, work, uniform, country, United Kingdom, UK</p> <p><b>Essential 2:</b> Compare different places where penguins can live; what is the same, what is different?</p> <p>Compare penguin homes to local settings; what is the same, what is different?</p> <p><b>Vocabulary:</b> home, habitat, cold, colder, warm, warmer, safe, shelter, same, different</p>	<p>countries are the same/different to where they live.</p> <p>Have a visit (or use video clips) to find out about the job of a vet or zoo-keeper.</p> <p>Use natural resources to make homes for the animals in the nature area.</p> <p><b>Vocabulary:</b> home, country, hot, cold, hotter, colder, jungle, desert, job, vet, zoo-keeper, help, care</p> <p><b>Essential 2:</b> Take a walk around the local</p>	<p>on the walk to the duck pond.</p> <p><b>Vocabulary:</b> journey, map, trees, houses, school, road, path, travel, pond, bridge, trees, home</p> <p><b>Essential 2:</b> Go on minibest hunts in different locations in the local environment.</p> <p>Use Nature Park activities to help map signs of nature in the local environment.</p> <p>Observe and draw what they see whilst completing field work.</p> <p><b>Vocabulary:</b> local area, nature, environment, creatures, animals, habitat, home</p>	<p>look after the environment.</p> <p>Know what we can do to look after plants and animals.</p> <p><b>Vocabulary:</b> job, garden, gardening, garden centre, building, shop, world, care, environment</p> <p><b>Essential 2:</b> Create a map of Stanley's journey using small world resources.</p> <p>Use a practical map into a drawn map.</p> <p>Use a bee bot to follow a journey.</p>
---	---	--	--	---	--



## EYFS Essential knowledge across the curriculum

<p>story, e.g. the walk home from school.</p> <p>Compare the playground in the story and our school playground.</p> <p>Name and describe people who are familiar to them.</p> <p>Share a range of stories, e.g. "My hair" or "Happy in our skin" to talk about and describe people with a growing awareness of similarities and differences.</p> <p>Begin to understand that some places are special to members of their community.</p> <p>Visit St Anne's &amp; Blessed Dominic Church and speak to somebody who uses the Church.</p>	<p>Know that Diwali is a festival of light celebrated by Hindu families.</p> <p>Know that Hanukkah is a festival of light celebrated by Jewish families.</p> <p>Using different resources including books, photographs, video clips, visits to find out about different occupations; farmer, miller, baker, large animal vet.</p> <p>Go on a trip to a bakery to buy different types of bread.</p> <p>Find out about breads eaten in different</p>	<p>environment and identify signs of nature.</p> <p>Draw a map of the walk they took and mark places where they found nature.</p> <p><b>Vocabulary:</b> visit, journey, map, mark, show, same, different, nature</p>	<p>Explore shady places in the school grounds during the day and mark on a map.</p> <p>Read a range of books; fiction &amp; non-fiction about recycling and looking after the environment.</p> <p>Compare a beach scene with the outdoor area at school; what is the same/different.</p> <p><b>Vocabulary:</b> same, different, map, mark, recycle, care,</p>
--	--	--	---

## EYFS Essential knowledge across the curriculum

	<p>Begin to recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Learn about the Hindu festival of Diwali and how Hindu families celebrate this festival.</p> <p><b>Vocabulary:</b> family, friends, parents, grandparents, cousins, sister, brother, aunty, uncle, special, prayer, Church, God's family, festival, Hindu, Diwali, lights, celebrate, meal, decorations</p>	<p>countries and cultures.</p> <p>Using different resources including books, photographs, video clips, visits to explore the similarities and differences between school setting and a farm.</p> <p>Use a simple map to make own farm with small world resources.</p> <p><b>Vocabulary:</b> celebrate, families, food, decorations, presents</p>				<p>environment, litter, help</p>
<p>Understanding the world - The Natural World</p> 	<p><b>Essential 1:</b> Name key body parts; Through rhymes and songs.</p>	<p><b>Essential 1:</b> Explore different natural autumn resources using their senses.</p>	<p><b>Essential 1:</b> Explore natural resources that animals use to make a nest.</p>	<p><b>Essential 1:</b> Know that some animals live in the wild.</p>	<p><b>Essential 1:</b> Visit a pond.  Name different features of the</p>	<p><b>Essential 1:</b> Grow a bean plant.  Observe the growth of a</p>

## EYFS Essential knowledge across the curriculum

<p>Learn how my body moves through rhymes and songs; <i>Everybody do this, Clap your hands, Wriggle my fingers, Put your finger on your knee.</i></p> <p>Talk about what is the same about them and another person.</p> <p>Talk about what is different about them and another person.</p> <p>Explore natural materials using our senses.</p> <p>Taste different fruits and talk about their texture, smell, taste.</p> <p>Explore a treasure basket and match objects with similar textures.</p> <p>Use the sense of smell to match scents and objects.</p>	<p>Carry out a sensory exploration of natural resources; sort, match and compare the objects.</p> <p>Use magnifying glasses as part of investigating different autumn resources.</p> <p>Experience an autumn walk and use their different senses to explore autumn in the local area.</p> <p>Record what they saw on an autumn walk using mark making.</p> <p>Talk about what they have experienced on</p>	<p>Go on a winter walk.</p> <p>Talk about what they see/hear/experience on the winter walk</p> <p>Know that the weather is different in winter.</p> <p>Know which clothes they would wear to keep warm in winter.</p> <p>Explore freezing and melting water.</p> <p>Know that ice changes over time.</p> <p>Explore changes to ice using their senses.</p> <p>Know that some animals hibernate during winter.</p>	<p>Watch video clips and use non-fiction texts to name some animals that live in the wild.</p> <p>Talk about the size of animals and how they move.</p> <p>Find out where some of these animals live.</p> <p>Talk about how these habitats are the same or different to where they live.</p> <p>Know that a baby elephant is called a calf.</p> <p>Know that a baby kangaroo</p>	<p>pond, e.g. plants and animals.</p> <p>Explore real life eggs in class from different birds.</p> <p>Use video clips to understand the life cycle of a duck.</p> <p>Use vocabulary of egg, hatchling and duck to describe the stages of a life cycle</p> <p>Know that ducks can float.</p> <p>Make basic predictions about items that will float and sink.</p> <p>Explore and find objects that float and sink.</p> <p><b>Vocabulary:</b> <b>Pond, habitat, egg, hatch, hatchling, duck,</b></p>	<p>bean plant from seed to bean pod.</p> <p>Know how to care for a plant.</p> <p>Find out which foods come from plants.</p> <p>Grow plants that can be eaten, e.g. vegetables and herbs.</p> <p>Explore the local environment and observe minibeasts.</p> <p>Name minibeasts.</p> <p>Talk about the similarities and differences</p>
--	--	---	--	---	--

## EYFS Essential knowledge across the curriculum

	<p>Explore sounds in the local environment by going on a sound walk.</p> <p>Explore photographs of cats and name different body parts.</p> <p>Listen to and talk about the different sounds a cat makes.</p> <p>Experience watching or standing in the rain.</p> <p>Stand under an umbrella in the rain.</p> <p>Splash in puddles.</p> <p>Experience drying wet items on a dry day.</p> <p>Respect and care for the environment by:</p> <ul style="list-style-type: none"> <li>Feeding birds</li> <li>Looking but not touching flowers</li> </ul>	<p>an autumn walk.</p> <p>Talk about the different weather during autumn.</p> <p>Identify clothes to keep us warm during autumn.</p> <p>Use natural resources to make bird feeders.</p> <p>Collect leaves that have fallen from trees and use them in a bug hotel.</p> <p>Talk about and act out things that happen in the day/night.</p> <p>Sort items into day time or night time.</p> <p>Look for animal homes/hiding</p>	<p>Watch video clips and use non-fiction books to name some animals that hibernate.</p> <p><b>Vocabulary:</b> Nest, habitat, warm, safe, winter, weather, cold, colder, snow, wind, windy, freeze, melt, ice, change, hibernate</p> <p><b>Essential 2:</b> Make predictions about the different properties of water when frozen and when melted.</p> <p>Explore and observe melting ice.</p> <p>Compare how ice melts in different places.</p>	<p>is called a Joey.</p> <p><b>Vocabulary:</b> wild animals, size, large, small, habitat, baby, calf, Joey</p> <p><b>Essential 2:</b> Name some animals that live in hot places.</p> <p>Watch video clips and use Non-fiction texts to find out about these animals.</p> <p>Compare animals that live in hot and cold climates (using animals from Spring 1).</p>	<p>drake, hen, float, sink</p> <p><b>Essential 2:</b> Observe the stages of a life cycle of a caterpillar.</p> <p>Sequence pictures of a life cycle of a caterpillar.</p> <p>Take part in a minibeast hunt in the local area.</p> <p>Talk about what they have observed.</p> <p>Draw a variety of minibeasts/insects, naming them and add simple labels.</p> <p>Discuss what they found and why these animals live there.</p> <p>Talk about why minibeasts and</p>	<p>between minibeasts.</p> <p>Observe birds in the outdoor environment.</p> <p>Name different types of birds.</p> <p>Talk about what birds look like, how they move and the sounds they make.</p> <p>Find out about a bird's habitat.</p> <p>Find out about what birds eat.</p> <p><b>Vocabulary:</b> seed, grow, soil, habitat,</p>
--	---	--	--	---	--	--

## EYFS Essential knowledge across the curriculum

	<ul style="list-style-type: none"> <li>Collecting leaves to keep paths clear.</li> </ul> <p><b>Vocabulary:</b> Head, shoulders, knees, toes, arms, stomach, bottom, feet, hands, fingers, thumbs, same, different, colour, tall, short, feel, touch, smooth, rough, bumpy, spiky, sharp, smell, scent, strong, weak</p> <p><b>Essential 2:</b> Explore natural resources using their senses.</p> <p>Use a magnifying glass to explore natural resources.</p> <p>Collect and use natural resources to make self/friend, a favourite character or a story setting.</p>	<p>places in the local environment.</p> <p><b>Vocabulary:</b> autumn, leaves, shape, colour, listen, look, hear, watch, weather, cold, colder, windy, daytime, night time</p> <p><b>Essential 2:</b> Go on a nature walk and name key features of autumn.</p> <p>Observe and talk about the changes during Autumn.</p> <p>Group autumn objects and identify some of their properties.</p> <p>Experience walking through</p>	<p>Explore and observe snow.</p> <p>Filter snow from different places in the outdoor environment.</p> <p>Make predictions and test which snow is the dirtiest.</p> <p>Use filter paper to test predictions and answer a question.</p> <p>Name animals that live in cold places.</p> <p>Name and label some characteristics.</p> <p>Compare 2 places that penguins can live; what is the same, what is different.</p>	<p>Observe the outdoor environment and record what they observe in different ways; drawing, writing, rubbings, photographing.</p> <p>Know that spring is a season.</p> <p>Recognise some of the changes in weather and the environment during spring.</p> <p>Compare own environment to the habitat of an elephant.</p> <p>Experience adding water</p>	<p>plants need each other.</p> <p>Find out about the difference between moths and butterflies.</p> <p><b>Vocabulary:</b> Lifecycle, egg, caterpillar, chrysalis, butterfly, habitat, change, minibeast, insect, habitat</p>	<p><b>minibeasts, food, bird, same, different</b></p> <p><b>Essential 2:</b> Explore the outdoor environment and identify areas that produce good shadows and those that don't.</p> <p>Know that the weather has to be sunny for shadows to form.</p> <p>Know that under water is a habitat.</p> <p>Name some animals live under water.</p>
--	--	---	--	--	---	---

## EYFS Essential knowledge across the curriculum



	<p>Go on an outdoor sensory walk and talk about what they can see, hear and feel.</p> <p><b>Vocabulary:</b> <i>natural, growing, outdoor, alive, dead, touch, feel, smooth, soft, rough, bumpy, see, hear, sound, loud, quiet, near, far, shape, same, different</i></p>	<p>dry and wet leaves.</p> <p>Stand in the wind and talk about what we notice in terms of our senses.</p> <p>Fly a kite.</p> <p>Set up a pine cone weather station to monitor the weather.</p> <p>Predict and explore which natural objects will float and which will sink.</p> <p>Identify and name different woodland animals.</p> <p>Find out some simple facts about squirrels and other</p>	<p><b>Vocabulary:</b> <i>water, frozen, ice, melt, melting, warm, warmer, cold, colder, weather, winter, habitat</i></p>	<p>to different materials, e.g. mud and sand.</p> <p>Talk about the changes they observe.</p> <p><b>Vocabulary:</b> <i>Habitats, warm, warmer, same, different, spring, weather, changes, temperature, wet, dry</i></p>	<p>Visit and beach and observe the environment, talking about what is the same and what is different.</p> <p>Compare a beach environment to the local area.</p> <p>Know what is the same and what is different between 2 different environments, e.g. animals that live there, weather.</p> <p><b>Vocabulary:</b> <i>Shadow, summer, weather, light,</i></p>
--	--	--	--	---	--

## EYFS Essential knowledge across the curriculum

		<p>woodland animals.</p> <p>Make simple fact cards.</p> <p>Find out about animals that hibernate.</p> <p><b>Vocabulary:</b> autumn, nature, change, different, wet, dry, senses, weather, wind, windy, float, sink, heavy, light, animals, home, woodland, hibernate</p>				<p>environment, similar, different, habitat</p>
Working scientifically	<p><b>Essential 1:</b></p> <p>Using magnifying glasses to explore natural objects and materials.</p> <p>Use beakers and scoops to explore natural objects such as sand, water, soil, seeds.</p> <p>While playing demonstrate their curiosity by talking about what they wonder.</p> <p>Form their own questions with support.</p> <p>Use one handed equipment.</p> <p>Select resources to carry out their plan.</p> <p>Make direct comparisons between objects in terms of their size, mass and capacity.</p> <p>Sort and group objects with support.</p> <p>Talk about what they have observed.</p> <p>Record observations using drawings and mark making.</p>					



## EYFS Essential knowledge across the curriculum

<p><b>Essential 2:</b></p> <p>While playing demonstrate their curiosity by talking about what they wonder.</p> <p>Form their own questions with support.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Continue to use magnifying glasses and begin to use magnifiers.</p> <p>Use pipettes and syringes in their investigations.</p> <p>Make comparisons using non-standard units of measure.</p> <p>Matching objects and pictures.</p> <p>Sort and group objects sometimes using their own criteria.</p> <p>Use pre-prepared tables to record observations.</p> <p>Sometimes draw and write labels to record their observations.</p>						
<p><b>Expressive arts &amp; design</b></p>   <p><b>Creating with materials</b></p>	<p><b>Essential 1:</b></p> <p>Explore different materials &amp; textures.</p> <p>Use lines/shapes to represent objects.</p> <p>Begin to add more detail to their drawings.</p> <p>Print with different body parts; finger, hand, foot.</p> <p>Make abstract patterns with objects of different sizes that make lines and circles.</p> <p>Make a part hat with a repeating ABAB pattern using different printing equipment.</p>	<p><b>Essential 1:</b></p> <p>Select appropriate resources to create a collage of an owl.</p> <p>Use equipment with increasing control to create a large-scale image of a rainbow using chalk and water.</p> <p>Use a variety of media to create images of flowers and owls.</p> <p>Use different equipment to print with leaves and sticks.</p>	<p><b>Essential 1:</b></p> <p>Explore different materials &amp; textures &amp; begin to develop own ideas about how to use them.</p> <p>Begin to join different materials.</p> <p>Begin to create closed shapes to represent objects/animals.</p> <p>Use drawing to represent ideas.</p> <p>Begin to draw with increasing detail.</p> <p>Begin to show different motions in</p>	<p><b>Essential 1:</b></p> <p>Use different materials and textures to create a collage of animals.</p> <p>Draw a range of portraits of wild animals from the story.</p> <p>Use playdough to make 3D models of animals from the story.</p> <p>Use junk modelling to create 3D models of homes for the animals.</p>	<p><b>Essential 1:</b></p> <p>Use natural materials of different textures to make a 3D model of a nest.</p> <p>Choose materials to make a model boat and test it in water to see if it floats or sinks.</p> <p>Draw or paint a picture of their favourite character from a story.</p> <p>Create an observational painting of flowers in the outdoor environment and/or indoor display.</p>	<p><b>Essential 1:</b></p> <p>Make a 3D model of a scarecrow as part of a group.</p> <p>Use different materials of different textures to create a collaged cat mask.</p> <p>Select and mix colours to paint pictures of minibeasts.</p> <p><b>Vocabulary:</b> model, scarecrow, materials, parts, join,</p>



## EYFS Essential knowledge across the curriculum

<p>Draw around each other with coloured water or chalks.</p> <p>Use different sized paint brushes and different coloured paints.</p> <p>Use loose parts to create transient art portraits.</p> <p>Explore emotions when painting facial expressions.</p> <p>Explore colour and colour mixing using Jackson Pollock as inspiration.</p> <p>Use transient art items to create an image of Pete the Cat.</p> <p>Roll a small ball through paint in a tray.</p> <p>Make lines and circles of different sizes in playdough.</p> <p>Using playdough, roll dough to make a body part for a cat, e.g. tail or leg.</p>	<p>Manipulate clay using hands and small equipment to create a model owl.</p> <p>Use junk modelling resources to create closed shapes to make homes for the animals in familiar stories.</p> <p>Use equipment such as scissors with increasing control to change the shape of paper/card etc.</p> <p>Use materials of different textures to make a patchwork blanket for the animals to hide under.</p> <p>Use chalk and water painting of initial letters on different surfaces/textures/materials.</p>	<p>drawings, e.g. happiness/sadness.</p> <p>Continue to explore colour mixing.</p> <p><b>Vocabulary:</b> materials, textures, rough, smooth, spiky, bumpy, silky, join, together, draw, lines, shapes, draw detail</p> <p><b>Essential 2:</b> Experience using water colours to create a painting of a penguin, using photographs as a stimulus.</p> <p>Add some smaller detail to paintings, selecting appropriate tools or sized paintbrushes to make these marks.</p> <p>Hold paintbrushes and other one-handed tools with increasing control.</p> <p>Continue to develop experience of colour mixing to create</p>	<p><b>Vocabulary:</b> Materials, model, join, draw, detail, animal names, eyes, nose, whiskers, trunk, tail, neck, home, shelter, den</p> <p><b>Essential 2:</b> Use clay and modelling tools to make a model of a favourite animal.</p> <p>Use water colour paints and brushes of different sizes to create pictures of animals and their habitats.</p> <p>Experiment by adding ink to water to 'marble' and create different patterns on paper.</p> <p>Cut and rip the marbled paper to make a</p>	<p>Mix colours to support the creation of the flower piece.</p> <p><b>Vocabulary:</b> materials, rough, smooth, bumpy, soft, hard, create, nest, boat, float, sink, mast, sail, brush, dab, colour, mix, lighter, darker, change</p> <p><b>Essential 2:</b> Use different media to create a sculpture of a minibeast on a small scale (individually) and also on a large scale as part of a group.</p> <p>Carry out observational drawings of minibeasts whilst on fieldwork.</p> <p>Observe colours in the local environment and use primary colours to mix and match colours.</p>	<p><b>stand, collage, materials, colours, mix, change</b></p> <p><b>Essential 2:</b> On a visit away from school, complete an observational drawing.</p> <p>Explore mixing different shades of colour using different media to create a jellyfish.</p> <p>Use natural materials to create a transient art piece.</p> <p>Use recycled materials to create a kite.</p> <p>Use appropriate one-handed tools with control.</p>
--	--	--	--	---	--

## EYFS Essential knowledge across the curriculum

<p><b>Vocabulary:</b> line, circle, print, paint, mark, draw, equipment, sponge, brush, pattern, shapes, colour, mix, shade, dark, light, change</p> <p><b>Essential 2:</b> Experience creating images or models of themselves/friend/favour ite character or setting using paint, drawing, transient art and junk modelling.</p> <p>Use different equipment to make paw prints and develop a pattern.</p> <p>Mix different colours to make different colours and shades to paint dogs.</p> <p>Draw with increasing complexity &amp; detail to draw a self-portrait, such as representing a face with a circle &amp; including details.</p> <p>Continue to explore colour and colour mixing when using</p>	<p>Draw Percy and the animals from the story using different media (calk, paint, felt tips, pastels) and experience using different tools (brushes, feathers).</p> <p>Print images using different media; leaves, sticks, potato prints of animal paw prints.</p> <p>Use playdough to create 3D models of animals.</p> <p><b>Vocabulary:</b> collage, materials, smooth, soft, scrunch, rip, tear, cut, snip, glue, lines, paint, brush, shape, straight, curved, print, roll, stamp</p> <p><b>Essential 2:</b> Visit the outdoor classroom and complete an observational</p>	<p>different colours and shades.</p> <p>Explore painting on different surfaces and textures including ice.</p> <p>Make observations of how colours mix on different surfaces.</p> <p><b>Vocabulary:</b> size, detail, smaller, larger, wide, thin, thinner, wider, colour mix, shades, darker, light, lighter, dark, change</p>	<p>collage picture of an animal in their habitat.</p> <p>Explore what happens when you add water to chalk when mark making in the outdoor environment.</p> <p><b>Vocabulary:</b> clay, model, modelling tools, pinch, stretch, shape, change, pull, twist, smooth, brushes, stroke, thin, wide, marble, drop, add, pattern, rip, tear, cut, snip, collage</p>	<p>Use a variety of collage materials of different textures to create a collage of a minibeast.</p> <p><b>Vocabulary:</b> sculpture, model, shape, add, change, smooth, twist, pull, stretch, shape, draw, detail, copy, colour, shades, match, mix, dark, light, darker, lighter, collage, rip, tear, cut</p>	<p><b>Vocabulary:</b> materials, cut, shape, join, mix, shades, lighter, darker, detail</p>
--	---	---	---	--	---

## EYFS Essential knowledge across the curriculum

	<p>paint to create a painting of a dragon.</p> <p>Use playdough equipment to create a birthday cake using a variety of techniques.</p> <p>Use natural resources and transient art to create own image of a dragon.</p> <p>Use a variety of equipment to create own artwork.</p> <p><b>Vocabulary:</b> shapes, lines, circles, detail, colour mixing, shades, dark, darker, darkest, light, lighter, lightest</p>	<p>drawing of the woodland scene.</p> <p>Use 'wikk stix' and leaves to create an abstract sculpture.</p> <p>Use materials of different textures to make a model nest for the hen.</p> <p>Know how to create the colours orange, pink, grey and brown by mixing primary colours.</p> <p><b>Vocabulary:</b> outdoor, watch, observe, see, shape, draw, lines, straight, curved, sculpture, natural objects, mix, colour mix, shades, change, different, dark, light</p>				
<p><b>Being Imaginative &amp; Expressive</b></p>  	<p><b>Essential 1:</b> Take part in pretend play.</p>	<p><b>Essential 1:</b> Use different small world equipment to create scenes based on the</p>	<p><b>Essential 1:</b> Begin to respond to what they heard, expressing own thoughts/ideas.</p>	<p><b>Essential 1:</b> Use small world resources to create safari scenes and develop a</p>	<p><b>Essential 1:</b> Act out a story using pupils and musical instruments.</p>	<p><b>Essential 1:</b> Act out a story using pupils and musical instruments.</p>

## EYFS Essential knowledge across the curriculum

<p>In the home corner make a snack for a friend.</p> <p>Develop stories using small world using their experience of home and school.</p> <p>Listen with increased attention to sounds.</p> <p>Sing &amp; remember some simple rhymes &amp; song and songs that link to the theme of learning.</p> <p>Play instruments with increasing control.</p> <p>Explore &amp; listen to the sounds of two different instruments.</p> <p>Make movements to music.</p> <p>Dance to music from the cultures our families represent.</p> <p>Take part in imaginative small world play involving pets.</p>	<p>stories they have read.</p> <p>Act out and continue story themes in their play.</p> <p>Move bodies in time to music.</p> <p>Mimic the movements of animals from stories we read using gross motor movement.</p> <p>Create a sequence of movements to accompany <a href="#">Beethoven's Moonlight Sonata</a> and <a href="#">Peer Gynt Suite No. 1, Morning Mood</a>.</p> <p>Learn and perform with actions the rhyme the 'Owl and the Pussycat'.</p> <p>Play instruments with increasing control.</p>	<p>Take part in pretend play using objects to represent something else.</p> <p>Begin to develop more complex stories using small world.</p> <p>Begin to make imaginative &amp; complex small worlds.</p> <p>Begin to remember entire simple rhymes/songs.</p> <p>Listen to music from a variety of countries and cultures.</p> <p>Play instruments with increasing control.</p> <p>Make movements to music.</p> <p><b>Vocabulary:</b> listen, sounds, like, dislike, pretend, make believe, not real, fantasy, country countries, different, same, instrument, play</p>	<p>storyline in their play.</p> <p>Act out the story outdoors with props.</p> <p>Innovate the story using role play and available props.</p> <p>Combine different movements to dance to African music, Carnival of the Animals; <a href="#">Lion Royal March Movement 1 (ballet version)</a>, <a href="#">Elephant movement 5 (ballet version)</a>, <a href="#">Kangaroo movement 6 (ballet version)</a></p> <p>Learn &amp; perform poems, songs and rhymes: <a href="#">Walking through the jungle</a>, <a href="#">5 Little Monkeys</a>.</p>	<p>Use knowledge of the story to act out the emotions of characters; happy/sad/excited/worried/disappointed.</p> <p>Use small world resources to support retelling a known story.</p> <p>Use talking tins to record own sound effects and rehearsed sentences to support retelling.</p> <p>Perform linked rhymes with props to an audience; 5 little ducks.</p> <p><b>Vocabulary:</b> story, retell, props, instruments, feelings, happy, sad, excited, worried, disappointed, noises</p> <p><b>Essential 2:</b> Learn a variety of songs, poems &amp; rhymes linked to text and theme: <a href="#">There is a tiny caterpillar song</a>.</p>	<p>Use knowledge of the story to act out the emotions of characters; happy/sad/excited/worried/disappointed.</p> <p>Use small world resources to support retelling a known story.</p> <p>Perform linked rhymes with props and actions to an audience; <i>There's a worm at the bottom of my garden, I'm a little bean seed, Mary Maru quite contrary.</i></p> <p>Make own instruments using beans and seeds.</p>
---	--	---	--	---	--



## EYFS Essential knowledge across the curriculum

<p>Experience dressing up as a cat or a favourite pet.</p> <p>Take part in domestic role play welcoming a new pet cat into the home corner.</p> <p>Move or dance like a cat; walking, stretching. Crawling.</p> <p>Listen to a piece of guitar music.</p> <p>Listen to and perform songs from core text; Pete the cat; I love my red shoes, I was rocking in my school shoes, Pussy Cat, Pussy Cat, where have you been?</p> <p>While playing hide and seek, make your own music to help people to find you.</p> <p><b>Vocabulary:</b> pretend, not real, meal, friend, family, place, sounds, instrument, same, different, move, dance, listen, music</p>	<p>Explore changing the volume of the instruments to wake up the toys or soothe them to sleep.</p> <p>Using small world figures and resources to create woodland scenes; finding places for the animals to hide.</p> <p>Role play in role as Percy the Parkkeeper playing hide and seek with the animals.</p> <p>Move and dance like mice using; <u>Tales of Beatrix Potter: The mouse waltz</u>, the fox; <u>Greenaway: The little red fox</u>, the rabbits; <u>Peter Rabbit theme</u>.</p> <p>Learn and perform familiar rhymes and songs, e.g <u>Hide and Seek song</u>, 2 little mice hiding</p>	<p><b>Essential 2:</b> Revisit music they have previously listened to in Nursery; what do they remember? What do they like or dislike? <u>Debussy The snow is dancing</u></p> <p>Take on the role of animals from fiction or non-fiction books in their play.</p> <p>Take part in a group 'hot-seating' activity to find out more about a character.</p> <p>Learn the rhymes/songs <i>Have you ever seen a polar bear</i>, <i>Polar bear</i>, <i>Polar bear what do you hear?</i></p> <p>Innovate songs and rhymes to include other animals that live in cold places.</p> <p><b>Vocabulary:</b> instruments, song, music, beat, rhythm, loud, quiet,</p>	<p><u>African Elephant poem.</u></p> <p>Use instruments to represent the animal movements, e.g. elephants (drum), kangaroo (xylophone), bat (shaker)</p> <p><b>Vocabulary:</b> safari, act, rebell, change, dance, move, rhythm, slow, fast, jump, stomp, gentle, shake, pat, tap, rattle, beat</p> <p><b>Essential 2:</b> Learn and perform a variety of rhymes/poems/songs linked to the theme/key text; Down in the jungle, Five little monkeys swinging from the tree, Look at</p>	<p><u>Out of the Ark Minibeast songs</u></p> <p>Make up and perform a dance using music inspired by minibeast/insects: <u>Flight of the bumblebee by Rachmaninoff</u> or the <u>Butterfly waltz by Charles Janon.</u></p> <p>Use scarves and fabric as part of movement to music.</p> <p>Retell/act out familiar stories using role play/stick puppets.</p> <p><b>Vocabulary:</b> song, rhythm, beat, loud, louder, quiet, quieter, speed, move, dance, dance move, sequence, order, listen, tell, story</p>	<p>Use bean and seed shakers to play along to music and follow simple rhythms.</p> <p>Make big and small movements to giant music.</p> <p><b>Vocabulary:</b> story, retell, props, instruments, feelings, happy, sad, excited, worried, disappointed, noises, shake, beat, rhythm, rhymes</p> <p><b>Essential 2:</b> Listen to and discuss natural sounds; waves crashing on the shore, tides, whale song.</p>
--	--	--	--	--	--

## EYFS Essential knowledge across the curriculum

	<p><b>Essential 2:</b> Listen to and join in with the chorus and actions of the songs 'My pet and me' and 'How much is that Doggie'.</p> <p>Listen and dance to sounds of the beach.</p> <p>In the role play area, make a snack for a friend.</p> <p>In the outdoors role play area, experience playing in the mud kitchen and Beach Café.</p> <p>Begin to listen attentively, move to &amp; talk about music, expressing their feelings &amp; responses.</p> <p>Sing in a group or on their own.</p> <p>Listen to and join in with the chorus and actions to "The Forest Song" about Pete the dragon, The day dream dragon song and Happy birthday sung inn</p>	<p>in a hat, <u>5 little bunnies</u>, <u>Woodland Walking Song</u></p> <p>Use instruments to make music when playing a game of hide and seek to help people to find you.</p> <p><b>Vocabulary:</b> scene, setting, animals, forest, story, characters, dance, move, music, rhythm, day time, night time, poem, instrument names, volume, loud, quiet</p> <p><b>Essential 2:</b> Use fingers and actions to sing or perform songs and rhymes; "Furry, furry squirrel, The Squirrel Song, The Squirrel, The Frisky Little Squirrel, Autumn Leaves, Autumn time is coming"</p>	<p>faster, slower, fast, slow</p>	<p>the sneaky crocodile.</p> <p>Listen to and watch African music and dancing with a focus on drumming and body percussion.</p> <p>Move to African music and drumming using different body parts to match the beat and rhythm of the music.</p> <p><b>Vocabulary:</b> song, beat, rhythm, fast, faster, slow, slower, loud, louder, quiet, quieter, Africa, same, different</p>		<p>Act out familiar texts using a story maps/zig zag books.</p> <p><b>Vocabulary:</b> sound, rhythm, beat, volume, loud, louder, quiet, quieter, high, low, long, short, act, retell</p>
--	--	---	-----------------------------------	---	--	--




## EYFS Essential knowledge across the curriculum

	<p>English &amp; other home languages.</p> <p>Listen and dance to St George and the Dragon by Alex &amp; Ivana Nikolic.</p> <p>Begin to explore &amp; engage in music making &amp; dance.</p> <p>Play instruments to accompany songs &amp; rhymes.</p> <p>Make dragon dances with scarves.</p> <p>Take part in simple pretend play.</p> <p>Begin to develop storylines in their pretend play.</p> <p>Use own life experiences to develop play &amp; vocabulary in the different role play areas; home corner (bedtimes &amp; parties) and Mud Kitchen (party time, cake baking).</p>	<p>Listen to relaxing music with autumn images.</p> <p>In the role play areas, select appropriate clothing for cold and windy weather.</p> <p>Dress the dolls in the role play area in warm clothing.</p> <p>In the mud kitchen make different 'soup' using natural ingredients.</p> <p>Take part in action rhymes and songs: The Farmer is in the den, Old Macdonald, Little Red Hen, I am the Baker man (to the tune of I am the Music Man).</p> <p>Listen and move to pieces of music to represent some of the animals in the stories they</p>				
--	--	---	--	--	--	--

## EYFS Essential knowledge across the curriculum

	<p><b>Vocabulary:</b> music, beat, rhythm, move, dance, instrument, pretend, life</p>	<p>hear: <i>Haydn: symphony No.83 in G minor Paris Symphonies The Hen, Prokofiev Peter &amp; the wolf: cat themes</i></p> <p>In the outdoor environment take part in role play on the Bike track - visiting a farm shop and making bread and cakes in the outdoor kitchen.</p> <p><b>Vocabulary:</b> perform, actions, words, rhyme, song, relax, music, slow, quiet, calm, quieter, still, weather, warmer, warm, cold, colder</p>				
--	---	---	--	--	--	--

## EYFS Essential knowledge across the curriculum

<p><b>Computing</b></p> 	<p>Through all areas of the curriculum, children will experience and develop their skills of using:</p> <p>Interactive White board Ipads Beebots</p> <p>Through PSHE and RSHE, the theme of safety, including online safety will be explored at an age and stage appropriate level.</p>					
<p><b>Examples of yearly themes/Events</b></p> <p><b>Cultural capital</b></p>	<p>Welcome Service Macmillan Coffee morning</p>	<p>All Saint's Day Bonfire Night Diwali Hanukah Advent Christmas World Nursery Rhyme Week A trip out of school Autumn Walk</p>	<p>Shrove Tuesday Ash Wednesday Mother's Day Winter walk</p>	<p>World Book Day Easter World Maths Day Science week</p>	<p>Ascension Pentecost</p>	<p>Tourette's awareness day Sports day Transition EYFS end of year celebration End of year trip</p>