

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

EYFS Essential knowledge across the curriculum

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

EYFS Essential knowledge across the curriculum

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

EYFS Essential knowledge across the curriculum

				and symbols of New life. Know how Lent and Easter is celebrated in different countries around the world, including Spain and Poland. 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. Learn the Mission Together 'Rights and Responsibilities' prayer.		
Vocabulary	Essential I: God, Father, Son, Holy Spirit, world, wonderful, precious	Essential I: Jesus, Mary, Joseph, Bethlehem, shepherds,	Essential I: Jesus Wise men Bible Welcome	Essential I: Lent Died Rose Commandment	Essential I: Heaven Jesus Father Holy Spirit	Essential I: Friend Helper Support Same

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 	Essential 1 Name emotions; happy, sad & angry. Know our body changes when we feel different ways. Practise ways to help us calm. Know a friend is someone who can make us happy. Know the name of a friend. Explain 1 way we can be a good friend. Know that friends can sometimes fall out. Recognise ways that we are different.	Essential 1: Know that sometimes we need help. Know that it is ok to ask for help. Know who we should ask for help. Know something they find difficult. Recognise people in school who they can ask for help. Know that we have to be safe when we are playing. Know that we have rules to keep us safe.	Essential 1: Know a germ can be a bad thing and can make us ill. Know that germs are everywhere. Name 1 place where a germ comes from. Name 1 place we can be a germ buster. Know that food can help me. Know food can help us stay strong and healthy. Know that if we don't eat well it can make us feel bad.			

EYFS Essential knowledge across the curriculum

	Name 1 way I can play nicely with a friend. Know that our friends can sometimes make us feel sad. Vocabulary: happy, sad, angry, change, same, different, calm, friend, name, kind, care, share, fall out Essential 2 Name emotions: happy, sad, excited, worried, anger, embarrassed Name some of the body changes when we feel different ways. Name different ways we can calm down. Know that friend is someone you can play with, someone who can help you and someone you can trust. Name a friend and begin to explain why you are friends with them. Know more than 1 way we can be a good friend. Know that friends can fall out and talk about how we can make friends again.	Know that we have rules at school to keep us safe. Recognise different types of homes. Talk about the different things we do at home. Know who keeps them safe at home. Know the police are people who can help us. Talk to a police officer and find out about their job. Know the Police can help us. Know a rule keeps us safe. Know that what we do has reaction. Vocabulary: help, adult, safe, difficult, hard, tricky, hurt, accident, rules, homes, Police, officer Essential 2: Know that we can find things difficult.	Name their favourite healthy food. Know treats are ok to have sometimes. Know that healthy food is great. Know the word exercise and take part in some exercise. Feel what happens to our hearts when we exercise. Vocabulary: germ, ill, sick, dirt, dirty, clean, healthy, strong, grow, heart, faster, unhealthy, exercise Essential 2: Know that a germ is small and we cannot see it. Know that a germ can make us ill. Know that some germs are good and help us. Know that some germs can make us feel ill. Explain 2 places that germs come from.
--	---	--	---

EYFS Essential knowledge across the curriculum

	Name ways that we are different from one another. Know the word respect means to be nice to one another. Know who to talk to when we feel sad with our friends. Vocabulary: happy, sad, excited, worried, anger, embarrassed, change, different, body, calm, breathe, friend, share, trust, kind, care, help, fall out, sorry, different, respect, adult	Know that we can sometimes need to ask for help. Name people it is safe to ask for help from. Name things they find difficult and things they find easy. Name people in school that they can ask for help. Name 2 ways we can keep safe when we are playing. Explain how a rule can keep us safe. Explain one of our school rules to a friend. Explain how we can help stop an accident from happening. Explore photographs of different homes. Name different things that we do at home. Know how people at home keep us safe.	Explain 2 ways that we can be germ busters. Know that food gives us energy. Know that energy helps our bodies to work. Know how food can be good for our bodies. Name 2 things that can happen if we don't eat well. Name some healthy foods. Know that treats should only be eaten sometimes. Know why we should only eat treats sometimes. Name 1 reason why healthy food is good. Explain that exercise means moving our bodies. Explain that exercise helps us to grow, be strong and be healthy. Name 2 different types of exercise.
--	---	--	---

EYFS Essential knowledge across the curriculum

Communication & Language 			Know some ways Police Officers can keep us safe. Know 1 way to contact the Police. Know that a rule is an instruction. Know we have different rules for different places. Explain the reason for a rule at school and at home. Know that our actions can make other things happen. Know the word consequence and begin to know that it means the result of our actions. Vocabulary: difficult, hard, help, support, adult, trust, safe, safety, rules, accidents, hurt, homes, Police Officer, job, equipment, uniform, rule, instruction, consequence, actions	Use the word muscle and point out some muscles in our body. Show someone how to feel our heart beat. Know that exercise is good for our hearts. Know that exercise can change how we feel. Vocabulary: germs, dirt, clean, healthy, unhealthy, ill, sickness, energy, exercise, strong, strength, heartbeat, faster, change, slow, mood	
	Essential 1 Understand simple questions - who, what and where. Enjoy listening to stories and begin to remember some key events.	Essential 1 Use a wider range of vocabulary Use longer sentences of 4-6 words.	Essential 1 Be able to express a point of view Can start a conversation with an adult or a friend and continue it for many terms.	Essential 1 Enjoy listening to longer stories and can remember much of what happens.	Essential 1 Sing a large repertoire of songs Know many rhymes. Understand some why questions in a range of contexts.

EYFS Essential knowledge across the curriculum

Look carefully at illustrations making comments, predicting what might happen, developing deeper understanding through questioning. Predict sentence endings by filling in missing words. Pay attention to one thing at a time across the day. Follow an instruction with one part. Begin to understand some 'why' questions related to own experiences. Begin to use a wider range of vocabulary, linked to daily routine/theme of learning. Play games to explore new vocabulary from key text, e.g. action words.	Understand simple questions - 'who', 'what' and 'where' & understand some 'why?' questions. Recount simple events with support, e.g. autumn walk. Enjoy listening to stories and begin to remember key events. Join in with text retell using some actions. Name key characters in a text. Begin to talk about a familiar book one-to-one. Follow an instruction with one part. Begin to use a wider range of vocabulary, linked to daily routine	Use talk to organise themselves and their play. Understand some why questions related to their own experiences. Begin to retell a simple past event in the correct order. Continue to learn new rhymes/songs & develop a repertoire. Continue to develop communication; using different tenses. Begin to use longer sentences of 4/6 words. Begin to join sentences using 'and'. Use talk to organise themselves or their play. Begin to listen to others in a small group.	Be able to talk about familiar books and be able to tell a long story. Understand simple questions - who, what and where. Understand some why questions related to their own experiences. Begin to express a point of view. Begin to follow a two-part instruction. Begin to listen to others in a small group. Vocabulary: question, answer, listen, who, what, where, why, because, and Essential 2	Begin to retell a short familiar text and develop own narrative. Begin to retell a past event in the correct order; beginning/middle/end. Follow a two-part instruction linked to daily routine. Talk about familiar books and express a point of view. Continue to develop communication and use a range of tenses. Join sentences with 'and' and begin to use or/because. Start and continue a conversation by taking turns. Vocabulary: and, or, because, follow, listen, like, dislike, retell, then, now	Talk about familiar books. Use a wider range of vocabulary linked to: text/topic & daily routines. Understand an instruction with 2 parts. Understand and answer who/what/where/ why questions. Begin to understand 'why' and 'when' questions. Talk about past events and begin to develop accuracy with the use of tenses. Begin to join words and phrases using
---	---	--	---	--	---

EYFS Essential knowledge across the curriculum

Begin to learn new rhymes/songs and develop a repertoire. Continue to develop use of different tenses, not always correct. Begin to use longer sentences of 4/5 words. Begin to use talk to organise selves/play. Vocabulary: <i>who, what, where, listen, still, turn, answer, question</i> Essential 2 Understand how to listen carefully and why listening is important. Listen to and enjoy a variety of stories/poems/rhymes/non-fiction texts. Learn and use new vocabulary linked to daily routine/theme of learning and key texts.	or the text we are learning from. Learn new rhymes and begin to develop a repertoire of songs. Join in with the actions of familiar songs. Begin to fill in missing words from familiar rhymes and/or songs. Begin to use talk to organise themselves or their play. Vocabulary: <i>who, what, where, why, because, story, song, rhyme, character</i> Essential 2 Listen carefully in small groups and with increasing attention during	Vocabulary: <i>why, because, then, after, next, rhymes, song, words, and, listen, speak, hear</i> Essential 2 Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives Develop social phrases. Listen carefully with increasing attention during whole class inputs. Listen carefully to and learn rhymes, poems and songs linked to key texts and themes. Begin to listen to and talk about non-fiction books,	Describe events in some detail Engage in story times Listen to and talk about stories to build familiarity and understanding Retell the story once they have developed a deep familiarity with the text. Listen carefully with increasing attention during whole class inputs. Listen carefully to and learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding. Begin to listen to and talk about	Essential 2 Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs. Respond to what they hear, using relevant comments and questions to clarify their understanding. Re-enact and retell simple texts (fiction & non-fiction), using some vocabulary & language structures from the text. Listen to & talk about non-fiction books, developing a familiarity, with new knowledge and vocabulary. Share non-fiction facts linked to focus text/theme.	and, or, because, but Start a conversation with others and continue it for many turns. Vocabulary: <i>stories, books, non-fiction, information, listen, hear, follow, who, what, where, why, before, then, after, next, ad, or, because, but, share, turns</i> Essential 2 Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs.
--	--	---	--	---	---

EYFS Essential knowledge across the curriculum

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

EYFS Essential knowledge across the curriculum

	another using a range of connectives. Begin to re-enact and retell simple stories, using some vocabulary and language structures from the text. Vocabulary: <i>listen, still, focus, question, answer, story, rhyme, poem, sentence, beginning, middle, end</i>	relevant comments. Ask questions 1:1 and in small groups, to find out more, extending knowledge. Begin to articulate ideas and thoughts in well-formed sentences (including the use of some irregular tenses). Begin to connect one idea or action to another using a range of connectives. Begin to re-enact and retell simple stories, using some vocabulary & language structures from the text. Begin to describe events in some detail, showing awareness of the listener.				forth exchanges. Participate in group discussions. Understand and use recently learnt vocabulary during discussions about stories, non-fiction, rhymes & poems and during role play. Articulate their ideas & thoughts in well-formed sentences, including the correct use of tenses; and use of conjunctions with some practitioner support. Vocabulary: <i>listen, talk, enjoy, turns,</i>
--	---	---	--	--	--	--

EYFS Essential knowledge across the curriculum

		Learn new vocabulary Use new vocabulary throughout the day Use new vocabulary in different contexts Engage in non-fiction books Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary Experience working as part of a group to make food; bread, butter, toast or a sandwich. Vocabulary: listen, skills, attention, story, rhyme, poems, setting, characters, beginning, middle, end, because				share, fiction, non-fiction, conversation
--	--	---	--	--	--	--

EYFS Essential knowledge across the curriculum

Physical development  Gross motor	Essential 1: Continue to develop movement skills; walking, running, jumping & climbing.	Essential 1: Use large movements of different body parts to mimic the movements of different animals from the stories the children read.	Essential 1: Continue to develop and refine gross motor skills; walk, run, jump & climb.	Essential 1: Continue to develop and refine gross motor skills; walk, run, jump & climb.	Essential 1: Use gross motor movements to move like the characters in the story; flap wings, stand on one leg, hop.	Essential 1: Continue to develop their movement skills; travelling in a variety of ways.
	Continue to develop balancing skills at low level.	Use gross motor skills to balance to walk across pieces of equipment.	Balance at a low level.	Balance at a low level.	Dance to music with different beats/rhythm/temp.	Experience using gross motor movements to; dig, water, balance, manoeuvre wheeled toys, e.g. a wheelbarrow.
	Travel and balance along an obstacle course that the children have made.	Roll a ball to knock down skittles.	Negotiate space indoors and outdoors.	Negotiate space indoors and outdoors.	Complete an obstacle course with a 'pond' in the middle.	Use large muscle movements to mark make on a large scale.
	Play a parachute game and find different ways to travel under the canopy.	Use large arm movements to throw a ball at a target.	Use indoor and outdoor equipment to develop upper body strength.	Use indoor and outdoor equipment to develop upper body strength.	Play a game of 'duckling following' (similar to follow the leader), moving in and out of obstacles.	Collaborate with others to manage large items when constructing
	Play games such as Simon says linked to actions in the text.	Use kicking skills to kick a ball at a target.	Take part in 'Dough gym' activities to develop upper body strength, upper arm movements and bilateral co-ordination.	Take part in 'Dough gym' activities to develop upper body strength, upper arm movements and bilateral co-ordination.	Work as part of a group to move large objects to make a nest.	
	Continue to develop riding skills - scooter/trike/balance bike.	Use a balance bike to move along a track.	Learn to hop.	Learn to hop.	Vocabulary: flap, balance, hop, dance, move,	
	Continue to develop ball skills - rolling. Roll balls to friends					

EYFS Essential knowledge across the curriculum

and learn their names, roll a ball through a friends legs. Begin to use large-muscle movements to wave flags and streamers, paint & make marks. Use large movements to build a den. Use large motor movements to build a tower. Use large & small motor skills to do things independently, for example manage buttons & zips and pour drinks. Learn to use the toilet with help, developing independence. Crawl into a den with a friend to share a book.	Control a tricycle by pedalling to move along a track. Show control over a piece of equipment to avoid obstacles. Build shoulder and elbow pivot strength by waving fabric/scarves. Move different body parts to a piece of music to mimic the movement of leaves and trees in autumn time. Vocabulary: lift, move, stretch, climb, jump, hop, balance, roll, kick, control, pedal, ride, steer	Begin to learn to skip (without a rope). Continue to develop riding skills; scooter, trike, balance bike. Continue to develop ball skills; rolling, kicking and throwing. Begin to collaborate with others to manage large items; making a den, making obstacle courses. Remember some sequences/patterns of movement related to music and rhythm. Vocabulary: walk, run, jump, climb, balance, strength, strong, pull,	Begin to learn to skip (without a rope). Continue to develop riding skills; scooter, trike, balance bike. Continue to develop ball skills; rolling, kicking and throwing. Begin to collaborate with others to manage large items; making a den, making obstacle courses. Remember some sequences/patterns of movement related to	rhythm, beat, stamp, shake, sway, travel, climb, crawl, over, under Essential 2: Watch videos of minibeasts/insects and copy the way that they move including large and small movements up high and down low. Use animal movements in an obstacle course. Use throwing skills to aim a beanbag into a target. Whilst playing a target game, make marks and keep a tally for the score. Vocabulary: move, fast, slow,	a model beanstalk or making a model castle. Vocabulary: travel, move, dig, digging, water, watering, life, tip, balance, move, change, stop Essential 2: Move and dance like sea creatures. Balance in different ways using equipment indoors and outdoors. Work collaboratively to make an obstacle course as part of a group.
--	---	--	---	---	--

EYFS Essential knowledge across the curriculum

Walk through mud and puddles making footprints. 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. Walk on a thick chalk line using; small steps, big steps, run, jump with two feet together. Roll a ball and chase it. Roll the ball to a friend. Roll a ball through a friend's legs. Make up and down movements with pieces of ribbon. Vocabulary: <i>balance, travel, low, high,</i>	Essential 2: Watch a video clip of how squirrels move and explore. Using different body parts, move like a squirrel. Move safely around a large space, negotiating obstacles and changing speed and direction. Travel along an obstacle course in different ways. Take part in a woodland relay race, collecting autumn objects and working as part of a team.	push, move, hop, skip, fast, slow Essential 2: After watching a video about penguins - think about and mimic the different movements of a penguin using large movements; shuffle, waddle, flap, huddle, slide. Watch video clips of other animals that live in cold countries and mime their movement, e.g. polar bear, arctic fox, snow leopard. Using a ball, refine rolling skills to play a game of skittles. Using a ball, refine throwing and catching	music and rhythm. Vocabulary: <i>walk, run, jump, climb, balance, strength, strong, pull, push, move, hop, skip, fast, slow</i> Vocabulary: Essential 2: After watching a video of elephants moving around in the rain, move like an elephant; stomp, sway, stretch and change direction. Watch videos of the way other animals	faster, slower, high, low, large, small, crawl, hop, jump, wriggle, wriggling, aim, target, throw, strong, push	Develop ball skills; bouncing, throwing and catching, using a bat and ball. Use gross motor movements when using equipment such as litter pickers. Vocabulary: <i>move, fast, faster, slow, slower, dance, music, listen, rhythm, beat, steps, order, sequence, throw, catch, hit, bat</i>
--	--	---	--	---	--

EYFS Essential knowledge across the curriculum

build, move, stretch, roll, listen Essential 2: Learn to play a variety of outdoor games; hopscotch, hoola hoop for example. Play ball games with a friend using different skills; rolling, throwing and catching. Throw a ball into a goal. Kick a ball into a goal. Use large scale movements to make left to right patterns in sand. Begin to develop overall body-strength, balance, co-ordination & agility by trying some of the actions in the text;	Balance along a low-level beam. Learn the tree, the squirrel and the mouse Yoga poses Take part in Dough gym activities to build upper body and arm strength and improve overall core strength. Begin to develop overall body-strength, balance, co-ordination & agility by taking part in a variety of games and accessing outdoor play equipment. Begin to use their core muscle strength to achieve good	skills as part of a pair. Work collaboratively to move large scale equipment to make a den for an animal. Vocabulary: waddle, shuffle, huddle, flap, move, slow, slower, fast, faster, quick, quickly, ball, roll, aim, target, partner, score, throw, catch	similar ways to these animals. Watch video clips of animals in the wild balancing; think about how humans balance and then use equipment in the indoor and outdoor environment to refine balancing skills. Use a bat to hit a ball at a target. Vocabulary: stomp, sway, stretch, direction, move, tall, small, balance, bat, ball, target,	
--	--	---	---	--

EYFS Essential knowledge across the curriculum

cycling, dancing, throwing and kicking a ball, playing hide and seek and follow the leader. Manoeuvre a variety of wheeled toys and equipment (e.g. trikes, scooters, push chair, trolleys) up and down slopes, around corners and around obstacle courses. Revise & consolidate movement skills already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing Begin to use core muscles to achieve a good posture when sitting at a table or on the floor. Begin to confidently and safely use a range of large and small apparatus	posture when sitting at a table or sitting on the floor. Begin to confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Further develop and refine a range of ball skills including; throwing, catching and kicking. Further develop the skills they need to manage the school day successfully; lining up & queuing, mealtimes, personal hygiene.	hit, drop strike,		
---	--	---------------------------------	--	--

EYFS Essential knowledge across the curriculum

	indoors and outdoors, alone and in a group. Use large movements to kick a ball at a target. Begin to show control in throwing a ball. Use gross motor movements to develop skills for writing the different letter families (long ladder, one armed robot, curly caterpillar, zigzag). Vocabulary: balance, control, strength, movement, apparatus, safe, safety, safely, equipment,	Vocabulary: explore, movement, search, stretch, balance, faster, slower, still, high, low, pose, yoga, travel, relay, race, teamwork, kick, throw, catch, arms, muscle, strong, strength, apparatus, equipment.				
Fine motor  	Essential 1: Use some one-handed tools & equipment, e.g. jugs for pouring.	Essential 1: Use an age appropriate grip to hold different mark making equipment to make large scale	Essential 1: Increase independence getting dressed and undressed.	Essential 1: Increase independence getting dressed and undressed.	Essential 1: Use chalk to draw story characters. Draw pathways from one character to	Essential 1: Show a preference for a dominant hand.

EYFS Essential knowledge across the curriculum

Begin to hold a pencil with a comfortable grip. Make vertical and horizontal lines - Beery shapes working with large scale initially and gradually decreasing the size to small scale. Use different media in the mud kitchen, sand pit and playdough area to pour, stir and mix using a range of equipment. Use small equipment with control to paint circles on different surfaces. Fill and empty different coloured water into containers. When working with mud experience; scooping, mixing, stirring.	chalking of a rainbow, branches, owls & flowers. Using increasing fine motor control over equipment such as tweezers to move objects from one place to another. Begin to use adapted scissors with increasing control to cut strips of paper to make a collage of a nest. Use natural resources and fabric to make small beds for small world animals. Cut strips of paper to make	Use some one-handed tools and equipment; writing/mark making tools and stage appropriate scissors. Continue to develop a comfortable grip with good control when holding pens/pencils at an age and stage appropriate level. Vocabulary: dress, undress, buttons, zips, open, close, undo, fasten, cut, snip, hold, grip Essential 2: Use moulding tools to change the shape and add detail to a playdough model of a penguin.	Use some one-handed tools and equipment; writing/mark making tools and stage appropriate scissors. Continue to develop a comfortable grip with good control when holding pens/pencils at an age and stage appropriate level. Form letters correctly to write a name label. Continue to use the Beery shapes learnt (horizontal & vertical lines & circles) to	another using large muscle movements. Using loose parts, create a piece of transient art of a nest or favourite character. Draw a self-portrait. Use a comfortable grip with some control when using mark making equipment. Aim to use a tripod grip when using mark making equipment. Draw Beery shapes around story illustrations and draw a line left to right to show the sequence of a story.	Choose the right resources to carry out their plan during independent learning. Use a range of one-handed tools with dominant hand. Develop a comfortable pencil grip, aiming to use a tripod grip. Write a name using correct letter formation. Form letters correctly. Begin to draw with increasing
--	---	--	---	--	--

EYFS Essential knowledge across the curriculum

Make lines and circles with transient art/loose parts. Make large/small marks in water, mud, different coloured paint (linked to Beery shapes). Draw a tail on an image of a cat. Vocabulary: hold, grip, control, Beery shapes, up, down, side to side, pour, stir, mix, circle, shape, line Essential 2: Use appropriate control to manipulate loose part equipment to make and decorate their own friendship bench. Use one handed equipment, e.g. scissors, with control.	the long grass for the rabbits to hide behind. Dry the small world animals after their bubble bath. Make a large letter of their first initial by sticking natural resources onto an outline. Practise writing the first initial using chunk chalk in the outdoor environment. Draw a horizontal line using a pencil. Vocabulary: grip, hold, mark, scissors, open, close, cut, snip Essential 2:	Complete observational drawings of a small world figure penguin. Add increasing amounts of detail to drawings showing different features. Hold a pencil or other mark making equipment with an appropriate grip. Form recognisable letters when writing for different purposes. Vocabulary: model, change, twist, pull, shape, moulding tool, push, detail, lead in, around, down, up	support creating a story map and labelling it to show the progression of a story. Use increasing control when drawing and writing. Vocabulary: dress, undress, buttons, zips, open, close, undo, fasten, cut, snip, hold, grip Vocabulary: Essential 2: Use clay and modelling tools to manipulate and create a model of a favourite animal.	Vocabulary: face, eyes, nose, mouth, beak, wings, character, create, draw, detail Essential 2: Use a range of modelling tools with increasing control when working with clay. Use fine motor skills of pinching, stretching, twisting and pulling when working with clay. Use different sized brushes with increasing control. Use different media to make caterpillar/snail trails to form target letter correctly.	detail to draw what might be at the top of the beanstalk. Vocabulary: choose, equipment, grip, hold, pinch, cut, snip, open, close, draw, detail, write, letter, shape, top, bottom, round, start, end. Essential 2: Use a consistent and confident grip when using pencils and mark making equipment. Develop stamina and good control when using mark making
---	--	---	--	---	--

EYFS Essential knowledge across the curriculum

Manipulate construction pieces to make their own friendship bench. Use appropriate fine motor control to handle equipment to change the shape of playdough to make playdough characters. Complete large-scale sensory writing to refine letter formation of letters in own name. Continue to develop fine motor skills so that they can use a range of tools competently, safely & confidently. Suggested tools: pencils for drawing & writing, paintbrushes, scissors, knives, forks & spoons. Make some Beery shapes using a range of different media.	Roll playdough between the palms to make nuts for a squirrel to eat. Develop control in using different equipment to change the appearance of playdough to make a model squirrel, including rolling pins, sieves, extruders, modelling tools, cutters. Use a tripod grip to hold mark making materials. Using a range of multi-sensory media, draw Beery shapes, starting with large shapes and moving to smaller.	Paint a picture of a favourite animal using appropriately sized brushes for the size and texture of the animals. Complete a range of multi-sensory and media activities to support gross and fine motor skill development for different letter families. Vocabulary: clay, pinch, stretch, roll, smooth, shape, model, modelling, tools, change, brush, thin, wide, small, narrow,	Vocabulary: control, hold, model, modelling, shape, twist, pull, pinch, smooth, trail, brush, wide, thin, wider, thinner, direction, follow. equipment over a long period of time. Complete observational drawings, adding small details. Vocabulary: grip, left/right, tripod, pinch, hold, steady, control, detail, small, smaller, large, larger, big, bigger
---	--	--	--

EYFS Essential knowledge across the curriculum

	 Use a comfortable grip with good control when holding pens and pencils. <i>Vocabulary: hold, grip, letter, direction, shape, tools, control, cut, snip, open, close, scissors, roll, flatten, bend, turn twist</i>	 Begin to draw with increasing accuracy to draw a favourite story character. Experience using different media to form the different letter families in large scale moving to smaller scale. 1. Long ladder (i, j, l, t, u) 2. One armed robot (b, h, k, m, n, p, r) 3. Curly caterpillar (c, a, d, e, g, o, q, f, s) 4. Zigzag letters (v, w, x, z)		<i>detail, stroke, dip</i>		
--	--	--	--	-----------------------------------	--	--

EYFS Essential knowledge across the curriculum

		Use rolling pins and moulding tools with playdough to create different shapes to make models of different types of bread. Vocabulary: roll, smooth, shape, grip, hold, push, move, cut, slice, flatten, squash, shape, grip, control, cross, square, top, bottom, side-to-side, around, large, small, detail				
Literacy:  Word reading Also see the progression in	Essential 1: Distinguish between different sounds; environmental, instrumental & body percussion. Match sounds on talking tins to photographs of	Essential 1: Enjoy joining in with rhymes and songs. Begin to recognise the rhythm in a variety of songs and rhymes.	Essential 1: Begin to develop awareness of words that sound the same. Begin to identify and hear initial sounds in words.	Essential 1: Begin to develop awareness of words that sound the same. Begin to identify and	Essential 1: Follow the direction of print. Develop an understanding of the difference between a letter and a word.	Essential 1: Identify some initial sounds in words, e.g. bbbear, sssoil, JJJasper.

EYFS Essential knowledge across the curriculum

RWI (phonic programme) information.	places/objects in Nursery.	Begin to fill in the missing words of familiar rhymes.	Explore and begin to talk about different vocal sounds.	hear initial sounds in words.	Read own name.	Follow print from left to right.
	Play sound lotto to match sounds to photographs.	Begin to explore voice sounds.	Begin to orally blend and segment words with support.	Explore and begin to talk about different vocal sounds.	Blend and segment CVC words using Fred Talk.	Begin to use l:l
	Use different body parts to make and change different sounds.	Hear the initial sound in their own names.	Begin to understand the difference between a letter and a word.	Begin to orally blend and segment words with support.	Begin to learn the first 10 sounds of the RWI programme (masdt, inpg).	ce when following print.
	Listen to short pieces of music and move along to the rhythm.	Confidently handle books the correct way and turn pages.	Begin to follow the print from left to right.	Begin to understand the difference between a letter and a word.	Vocabulary: left, right, start, end, letter, word, name, sounds, Fred talk, blend, together	Read own name.
	Play musical instruments in time to the rhythm of short songs.	Recognise the difference between print and illustrations.	Begin to use l:l correspondence.	Begin to follow the print from left to right.	Essential 2: Know and apply the RWI phonics programme to read words and sentences at a stage appropriate level.	Vocabulary: sound, letter, print, left, right, follow, name
	Enjoy and join in with rhymes & songs, tuning in and paying attention.	Begin to recognise the shape of the first initial of their name.	Read own name without visual prompts in a range of contexts.	Begin to use l:l correspondence.	Use blending and segmenting skills to decode unfamiliar words containing GPC.	Essential 2: Know and apply the RWI phonics programme to read words and sentences at a stage appropriate level.
	Begin to hear initial sounds in name alliteration activities.	Select their first initial from a selection of 3.	Vocabulary: sound, rhyme, first sound, blend, Fred talk, letter,	Read own name without visual prompts		Use blending and segmenting

EYFS Essential knowledge across the curriculum

Enjoy sharing a book with an adult. Begin to understand some of the five key concepts about print; handle books carefully & correctly, name some book parts. Read own name & labels around the classroom without a visual prompt. Begin to play games such as I spy to identify own name from a group of 3. Recognise some familiar logos. Vocabulary: sound, noise, loud, quiet, fast, slow, tap, beat, rhythm, rhyme, letter sound, book, cover, title, author, illustrator. Essential 2:	Vocabulary: rhythm, rhyme, beat, pattern, sound, books, story, pages, cover Essential 2: Understand that we read from left to right. Recognise the difference between a letter and a word. Follow words with one-to-one correspondence. Read individual letters by saying the sounds for them in line with RWI programme. Blend sounds into words, applying phonics, to read VC and CVC words.	word, follow, read Essential 2: Know that a sentence starts with a capital letter and ends with a full stop. Consolidate pre-phonetic skills of alteration, rhythm and rhyme, oral blending and segmenting. Know that 2 or more letters can join together to form a di/trigraph and make 1 sound (Special friends). Begin to blend sounds together to read words that include di or trigraphs. Refine blending and segmenting skills to build up	in a range of contexts. Vocabulary: sound, rhyme, first sound, blend, Fred talk, letter, word, follow, read Vocabulary: Essential 2: Know that a sentence starts with a capital letter and ends with a full stop. Consolidate pre-phonetic skills of alteration, rhythm and rhyme, oral blending and segmenting. Know that 2 or more letters can join together to form a di/trigraph and make 1 sound (Special friends). Begin to blend sounds together to read words that include di or trigraphs. Refine blending and segmenting skills to build up confidence and fluency. Know that 2 or more letters can join together to	Know that a sentence starts with a capital letter and ends with a full stop. Consolidate pre-phonetic skills of alteration, rhythm and rhyme, oral blending and segmenting. Know that 2 or more letters can join together to form a di/trigraph and make 1 sound	skills to decode unfamiliar words containing GPC. Know that a sentence starts with a capital letter and ends with a full stop. Consolidate pre-phonetic skills of alteration, rhythm and rhyme, oral blending and segmenting. Know that 2 or more letters can join together to form a di/trigraph and make 1 sound
--	---	--	--	---	--

EYFS Essential knowledge across the curriculum

Understand concepts about print, e.g. direction of print, naming parts of the book. Know the difference between word and letter. Begin to be aware that sentences start with a capital letter and end with a full stop. Continue to develop phonological awareness with a strong focus on rhythm and rhyme, alliteration. Be able to orally blend a word after listening to the sounds segmented. Read individual letters by saying the sounds for them in line with their learning in Read Write Inc.	Begin to read a few common exception words. Read phrases and some simple sentences applying phonic knowledge. Re-read books to build up confidence in word reading, fluency, understanding & enjoyment. Vocabulary: sound, letter, word, sentence, read, blend, Fred talk, left, right	confidence and fluency. Read labels, captions and some simple sentences in line with phonic knowledge. Know some common exception words in line with the RWI programme. Re-read books to build up confidence and fluency of word reading and build understanding and enjoyment. Vocabulary: sound, special friends, blend, read, sentence, start, end.	form a di/trigraph and make 1 sound (Special friends). Begin to blend sounds together to read words that include di or trigraphs. Refine blending and segmenting skills to build up confidence and fluency. Read labels, captions and some simple sentences in line with phonic knowledge. Know some common exception words in line	Read labels, captions and some simple sentences in line with phonic knowledge. Know some common exception words in line with the RWI programme. Re-read books to build up confidence and fluency of word reading and build understanding and enjoyment. Vocabulary: sound, special friends, blend, read, sentence, start, end.	(Special friends). Begin to blend sounds together to read words that include di or trigraphs. Refine blending and segmenting skills to build up confidence and fluency. Read labels, captions and some simple sentences in line with phonic knowledge. Know some common exception words in line with the RWI programme.
--	---	--	--	---	--

EYFS Essential knowledge across the curriculum

	Blend sounds into words to read short words made up of known letter-sound correspondences, applying phonics to read VC and simple CVC words. Begin to read a few common exception words in line with the RWI programme. Begin to read simple phrases/sentences applying phonic knowledge. Begin to re-read books to build up confidence in word reading, fluency & understanding. Vocabulary: sounds, red words, green words, blend, Fred Talk, books, print, direction, read, sentence			with the RWI programme. Re-read books to build up confidence and fluency of word reading and build understanding and enjoyment. Vocabulary: sound, special friends, blend, read, sentence, start, end.		Re-read books to build up confidence and fluency of word reading and build understanding and enjoyment. Vocabulary: sound, special friends, blend, read, sentence, start, end.
Comprehension	Essential 1:	Essential 1:	Essential 1:	Essential 1:	Essential 1:	Essential 1:

EYFS Essential knowledge across the curriculum

Enjoy listening to stories and begin to remember some key events. Predict what might happen next in key texts. Begin to use a wider range of vocabulary linked to key texts. Find the first letter of name with practitioner support. Vocabulary: story, beginning, middle, end, what, who, when, first, then, next Vocabulary: Essential 2: Predict some of the story line and vocabulary. Talk about story events, characters and setting with support.	Enjoy listening to stories and begin to remember key events. Name key characters from stories that they hear. Begin to talk about a familiar book on a one-to-one basis. Vocabulary: story, character, next, then, first, after, start, end Essential 2: Listen to a wide variety of poems, rhymes, stories and non-fiction texts) Begin to say how they feel about the stories and books they listen to.	Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary. Continue to explore a variety of texts; fiction and non-fiction. Understand simple questions - who, what and where. Understand some why questions related to the books they have heard. Begin to retell a story in the correct order. Begin to break the flow of speech into words. Vocabulary: story, information, who, what, where,	Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary. Continue to explore a variety of texts; fiction and non-fiction. Understand simple questions - who, what and where. Understand some why questions related to the books they have heard. Begin to retell a story in the correct order.	Enjoy listening to a range of stories and remember key events/characters. Join in with simple text retelling using actions/refrains. Begin to retell short familiar text and develop own narrative. Use a wider range of vocabulary linked to focus text. Talk about familiar books and begin to express a viewpoint. Vocabulary: story, character, retell, beginning, middle, end, like, dislike. Essential 2:	Enjoy listening to linked stories, recalling key events in sequence. Talk about familiar books. Use a wider range of vocabulary linked to: text/topic & daily routines. Understand and answer who/what/where/ why questions. Begin to understand 'why' and 'when' questions. Talk about past events and begin to develop accuracy with the use of tenses.
---	---	--	---	--	---

EYFS Essential knowledge across the curriculum

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

EYFS Essential knowledge across the curriculum

		<i>author, setting, character, beginning, middle, end</i>	Begin to share non-fiction facts linked to focus text/theme. <i>Vocabulary: fiction, non-fiction, information, facts, retell, order</i>	range of connectives. Describe events in some detail. Re-enact & retell simple stories, using some vocabulary and language structures from the text and their own innovation. Begin to share non-fiction facts linked to focus text/theme. <i>Vocabulary: fiction, non-fiction, information, facts, retell, order</i>	<i>information, facts, retell, order</i>	what has been said to them. Connect one idea or action to another using a range of connectives. Describe events in some detail. Re-enact & retell simple stories, using some vocabulary and language structures from the text and their own innovation. Begin to share non-fiction facts linked to focus text/theme. <i>Vocabulary: fiction, non-fiction, information, facts, retell, order</i>
Writing	Essential 1:	Essential 1:	Essential 1:	Essential 1:	Essential 1:	Essential 1:

EYFS Essential knowledge across the curriculum

Make marks on picture to represent their name. Add some marks to their drawings, which they give meaning to. Begin to attempt to write name with some recognisable letters - first letter. Draw a self-portrait and label with name. Draw 'my family' and label. Make and write a birthday card for a class teddy. Label a picture using their name card. Orally compose a sentence with practitioner support, e.g. I like my..., This is Pete the Cat. Draw a big circle (Beery shape) around	Begin to use appropriate grip to hold and control making equipment. Make vertical lines moving from top to bottom. Make horizontal lines moving from left to right. Draw circles using an anticlockwise motion. Recognise own name and begin to make marks to represent their own name. With support begin to order letters of their name using letter	Use a comfortable grip with some control. Revise Beery shapes previously taught (horizontal and vertical lines and circle. Begin to form a horizontal cross shape. Begin to write name with some recognisable letters using name card. Begin to break the flow of speech into words. Develop oral rehearsal; holding a word/caption to write. Dictate to an adult what they want to write.	Use a comfortable grip with some control. Revise Beery shapes previously taught (horizontal and vertical lines and circle. Begin to form a horizontal cross shape. Begin to write name with some recognisable letters using name card. Begin to break the flow of speech into words. Develop oral rehearsal; holding a	Begin to write own name with correct letter formation. Use a comfortable grip (tripod) with control. Begin to use letter/print knowledge when making/writing for a purpose for a range of purposes. Write a name label for a nest of eggs. Vocabulary: name, letter, sound, shape, direction, down, up, round, straight, curved. Essential 2: Spell CVC words with taught phonemes and digraphs. Spell some common exception	Develop a comfortable pencil grip, aiming to use a tripod grip. Write a name using correct letter formation. Form letters correctly. Begin to use letter/print knowledge when mark making and write for a range of purposes, e.g. write name on plant pots. Vocabulary: grip, hold, write, left, right, top, bottom, start, end, letter, sound, shape
---	--	---	--	--	---

EYFS Essential knowledge across the curriculum

a pair of wellingtons in an anti-clockwise direction. Vocabulary: write, letter, sound, shape, pencil, grip, move, direction Essential 2: Write own name to label a mini-me model to use during story telling. Label an illustration from the story "The Friendship bench" using initial GPC; s, t or p. Write their own picnic list, representing GPCs from the images provided. Write a basic sentence using their name..."I am..."	cards and sound pegs. Vocabulary: hold, grip, marks, line, up, down, left, right, side-to-side, round, circle, top, bottom Essential 2: Write a simple sentence about Sam the squirrel in a speech bubble; "I am...red/big/fat" Write a label for a story map; "It is...red". Write a label to describe a text illustration, e.g. "It is a...nut/log". Compose and orally rehearse a label, caption or simple	Engage in purposeful writing. Vocabulary: grip, control, move, left, right, top, bottom, start, finish, line, circle, cross, name, copy, label Essential 2: Spell CVC words with taught phonemes and digraphs. Spell some common exception words in line with the RWI programme. Begin to write a caption or short sentence. Attempt to use spaces between each word.	word/caption to write. Dictate to an adult what they want to write. Engage in purposeful writing. Vocabulary: grip, control, move, left, right, top, bottom, start, finish, line, circle, cross, name, copy, label Essential 2: Spell CVC words with taught phonemes and digraphs. Spell some common	words in line with the RWI programme. Begin to write a caption or short sentence. Attempt to use spaces between each word. Begin to use a capital letter and full stop. Orally rehearse a caption/sentence before writing it. Re-read what they have written to make sure it makes sense. To write a caption or sentence for a range of purposes. Write a non-fiction caption for an illustration.	Essential 2: Spell CVC words with taught phonemes and digraphs. Spell some common exception words in line with the RWI programme. Begin to write a caption or short sentence. Attempt to use spaces between each word. Begin to use a capital letter and full stop. Orally rehearse a caption/sente
---	---	---	--	--	--

EYFS Essential knowledge across the curriculum

Write a caption in a speech bubble; "I am in/up/on..." Write a sentence in a speech bubble about what a character can do; "I can..." (run/hop/bop) Begin to compose and orally rehearse a label/caption/short sentence before writing it. Begin to spell words by identifying the sounds and then writing then sound with letter/s, VC & simple CVC words - in line with RWI. Begin to write labels/captions/simple sentences. Begin to re-read what they have written to check that it makes sense.	Write a sentence before writing. Spell words by identifying the sounds and then writing the sound with letter/s, VC & simple CVC words in line with their RWI learning. Write labels and captions and begin to write some simple sentences. Begin to re-read what they have written to check that it makes sense. Write a label for a drawing or a painting of a favourite character.	Begin to use a capital letter and full stop. Orally rehearse a caption/sentence before writing it. Re-read what they have written to make sure it makes sense. To write a caption or sentence for a range of purposes. Vocabulary: spell, Fred talk, sound, letter, sentence, word, capital letter, full stop	exception words in line with the RWI programme. Begin to write a caption or short sentence. Attempt to use spaces between each word. Begin to use a capital letter and full stop. Orally rehearse a caption/sentence before writing it. Re-read what they have written to make sure it makes sense. To write a caption or sentence for a	Label illustrations of the life cycle of a caterpillar. Write a fact card about caterpillars, moths or butterflies. Vocabulary: spell, Fred talk, sound, letter, sentence, caption, label	nce before writing it. Re-read what they have written to make sure it makes sense. To write a caption or sentence for a range of purposes. Begin to compose a sequence of 2-3 simple sentences. To write a fact card about a sea creature. To make a zig-zag book to retell a story. To write an instruction poster on how to take care of
--	--	---	---	---	---

EYFS Essential knowledge across the curriculum

	Write own name correctly, using correct letter formation. Begin to form some lower-case letters correctly. Vocabulary: label, caption, sentence, letter, sound, write, direction, name, spell, capital letter, lower case	Write a 'Not I' speech bubble for a favourite character. Write an 'I can...' speech bubble for one of the animal characters. Vocabulary: sentence, speech bubble, words, sounds, letter, write, direction, label, caption, story map		range of purposes. Write a speech bubble for the elephant (I am in the...). Write 1 or 2 simple sentences about a character; <i>This is...</i> <i>She/He/It...</i> Make a group story book about Bella the umbrella. Vocabulary: spell, Fred talk, sound, letter, sentence,		the school environment. Vocabulary: spell, Fred talk, sound, letter, sentence, caption, label
Mathematical development  Number	Essential 1 Children to use the language of number in their play. Children to begin to compare the number of items in a group using	Essential 1 Children will learn to display numbers 1 and 2 using their fingers.	Essential 1 Children will learn to recognise 3 dots, like they see on a die, without counting them. Children will continue to recognise 3 objects without	Essential 1 Subitise up to 5 in different contexts, including dice patterns and counters on a 5 frame.	Essential 1: Children will compare sets of objects and make predictions on which has more or less.	Essential 1: Children will recite numbers past 5.

EYFS Essential knowledge across the curriculum

comparative language. Children to use counting behaviour to begin to identify the number of objects in a group. Children begin to identify and match when two groups are the same. Children recognise that the last number they reach when counting is the final amount. Vocabulary: <i>more, less, lots, group, same, different, count, touch, number names.</i> Essential 2: Match equal and unequal sets using one to one correspondence.	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 without having to count them individually (subitising). Children will know that the last number reached when counting a small set of objects tells you how many there are in total. Children will recognise the numerals of one and two and begin to match them to the correct amounts.	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 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	Show a matching amount using 'finger numbers'. Recite numbers past 5 when counting. Identify numerals in different contexts and match the correct amount. Begin to use a 10 frame to arrange amounts greater than 5. Know that the last number reached when counting a set of objects tells them how many there are in total.	Children will compare quantities using the vocabulary "more than" and "fewer than". Children will use counting to check their estimations on which group has more or less. Vocabulary: <i>more than, less than, fewer than, count, guess, check</i> Essential 2: Estimate a number of objects & check by counting up to 20. Add & subtract two single-digit numbers & count on or back to find the answer. Explore the relationship	Children will recognise numerals and match the corresponding amount. Children will begin to order numbers and recognise which number comes next in a sequence. Children will be able to state a number that comes before or after a given number. Children will count up to 5 objects accurately. Children will recognise
--	---	--	--	---	--

EYFS Essential knowledge across the curriculum

Match unequal and unequal sets using one to one correspondence. Compare sets without counting. Subitise up to 5. Count 1, 2 or 3 objects reliably. Recognise if a number of objects is the same or different (working with numbers 1, 2 and 3). Count 1, 2 or 3 objects, images or sounds reliably. Recognise the numerals 1, 2 and 3. Create representations for numbers 1, 2 and 3. Say which number is one more or one less than a given number.	Vocabulary: Count, touch, number names, numeral, order, start Essential 2 Place numbers 1-6 in order. Say which number from 1-6 is one more or one less than a given number. Recognise the numerals 1-6. Add and subtract two single-digit numbers. Estimate a number of objects and check by counting up to 6.	Vocabulary: numbers, order, forwards, count, match, sort, subitise, more, less, together, altogether Essential 2 Say which number is one more or one less than a given number within 10. Estimate a number of objects & check by counting. Count reliably with numbers from 1 to 10. Develop an understanding of zero. Create representations for numbers 0 - 10. Place numbers 0-10 in order. Add & subtract two single-digit numbers and count on or back to find the answer.	Vocabulary: numbers, order, forwards, count, match, sort, subitise, more, less, together, altogether Essential 2: Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups. Solve practical problems that involve grouping & sharing. Explore counting on in steps of 2 from zero. Say which number is one more or one less than a given number within 15. Estimate a number of	between addition and subtraction. Compare quantities & objects to solve problems. Solve problems including doubling, halving & sharing Say which number is one more or one less than a given number. Use quantities & objects to add & subtract two single digit numbers. Count reliably with numbers from one to 20. Place numbers from 0-20 in order.	different representation of numbers and sequence them. Vocabulary: before, after, bigger, smaller, count, order, first, then, next, after Essential 2: Compare quantities and objects to solve problems. Use everyday language to talk about money. Recognise coins up to 50p and their values.
---	---	---	---	--	--

EYFS Essential knowledge across the curriculum

	Estimate a number of objects and check by counting. Count reliably with numbers from 1 to 6. Create representations for numbers 1-6. Vocabulary: see Ark Maths vocabulary document	Introduce the concept of 0 as the empty set. Subitise within 5. Use quantities and objects to add and subtract two single digit numbers. Vocabulary: see Ark Maths vocabulary document	Use quantities & objects to add and subtract two single digit numbers. Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups. Solve practical problems that involve grouping & sharing. Explore counting on in steps of 2 from zero. Vocabulary: see Ark Maths vocabulary document	objects and check by counting. Count reliably with numbers from 0 to 15. Create representations for numbers 0-15. Place numbers from 0-15 in order. Identify equal and unequal groups. Vocabulary: see Ark Maths vocabulary document	Create representations for numbers 0-20. Estimate a number of objects and check by counting, considering equal & unequal groups. Count reliably to 50. Explore counting on and back from any number within 50. Place numbers from 0-50 in order. Solve practical problems that involve combining groups of 2, 5 or 10 or sharing into equal groups.	Compare the value of coins. Use quantities & objects to count on and back to add and subtract. Vocabulary: see Ark Maths vocabulary document
--	---	---	---	---	---	--

EYFS Essential knowledge across the curriculum

					Vocabulary: <i>see Ark Maths vocabulary document</i>	
Numerical patterns	Essential 1 Children will recognise and group objects according to one criteria, e.g.; red or not. Children will recognise and match similar objects into groups. Children will identify which group has more or less. Children will explore Numicon and begin to identify that some have the same number of holes. Children will begin to recognise basic shapes (circle, triangle & square) and make groups of similar shaped objects.	Essential 1 Children will recognise an AB pattern. Children will describe an AB pattern and predict what will come next in the pattern. Children will create their own AB patterns using natural objects. Children will use their bodies to make movement (e.g. clap, stamp) to create an AB pattern. Children will recognise an error in an AB pattern.	Essential 1 Children are introduced to the idea that numbers are made up of smaller numbers and they will begin to explore what number 3 is composed of. Children will continue to explore how numbers are composed of smaller numbers. Children explore the composition of number 5 using Numicon pieces Children learn that triangles are 2-D shapes that have 3 sides. They are asked to identify triangles by counting their sides.	Essential 1 Children will experience comparing the height of different objects using the words tall or short. Children will experience comparing the length of different objects using the words long or short. Children experience measuring equipment (balance scales) & explore what happens when they place	Essential 1: Children begin to use the vocabulary of 'first', 'then', 'next', to order and sequence events in a nursery rhyme. Children begin to use the vocabulary of 'first', 'then', 'next', to order and sequence events in a story. Children begin to use the vocabulary of 'first', 'then', 'next', to order and sequence events in a familiar story. Children begin to use the vocabulary of 'first', 'then', 'next',	Essential 1: Children will explore the different pairs of numbers that make up the number 3. Children will explore the different pairs of numbers that make up the number 4. Children will explore the different pairs of numbers that make up the number 5. Children will sequence pictorial

EYFS Essential knowledge across the curriculum

Children will use the language of size to organise groups of objects; bigger, smaller. Children will begin to recognise patterns and prints in the environment. Children will begin to match similar prints and patterns into groups. Children will sort objects according to different criteria; colour, size, shape. Vocabulary: group, sort, same, different, colour, shape, shape names, big, bigger, small, smaller Essential 2: Compare objects according to size.	Children will describe an ABC pattern and make a prediction about what will come next. Children will explore creating, describing & extending ABC patterns with natural objects. Vocabulary: Pattern, first, then, next, after, same, repeat, wrong, mistake Essential 2: Understand the conservation of number within 6 - know that the number stays the same no matter how it is represented.	Children learn that squares and rectangles are 2-D shapes that have 4 sides. They are asked to identify them by counting their sides. Children learn that pentagons are 2-D shapes that have 5 sides. They are asked to identify them by counting their sides. Children explore the composition of number 5 using concrete objects, e.g. Numicon, double sided counters. Vocabulary: shapes, bigger, change, different, edge, corners, big, little, smaller, triangle, square Essential 2	different objects in them. Hear and begin to use the words heavier and lighter. Children use balance scales to investigate which objects are lighter than a given object. Children use balance scales to investigate and state which objects are heavier and which are lighter. Children explore containers that are full or empty (both	to order and sequence events from their daily routine. Listen to positional language and be able to move an object into the correct position. Children follow the positional language of; on, under, in, out, in front, behind. Children are able to identify & talk about the properties of a circle. Children are able to identify & talk about the properties of a triangle. Children are able to identify & talk about the	representation of numbers. Vocabulary: before, after, bigger, smaller, count, order, first, then, next, after, part, part-whole, altogether. Amount Essential 2: Use everyday language to talk about money. Compare the value of coins. Use everyday language to talk about size, weight & capacity. Estimate, measure,
--	---	--	---	--	---

EYFS Essential knowledge across the curriculum

Order objects according to length or height. Recognise, create & describe patterns. Describe & create patterns that are the same and different. Vocabulary: see Ark Maths vocabulary document	Represent & use number bonds within 5. Use everyday language to talk about size, weight & capacity. Estimate, measure, weigh, compare & order objects. Compare objects and quantities. Solve size problems related to measure. Explore characteristics of everyday objects & shapes & use mathematical language to describe them.	Use ordinal numbers: 1st, 2nd...last Understand the conservation of number within 10 - know that the number stays the same no matter how it is represented. Use everyday language to talk about time, days of the week & months of the year. Measure short periods of time in simple ways. Order & sequence familiar events. Vocabulary: see Ark Maths vocabulary document	practically & pictorially). Children compare the capacity of different containers by pouring from one to another. Vocabulary: tall, short, long, heavier, lighter, heavy, light, full, empty, half full Essential 2 Solve problems including doubling. Solve problems including halving. Solve problems including sharing.	properties of a Rectangle. Children are able to identify & begin to talk about the properties of cubes and cuboids. Children are able to identify & begin to talk about the properties of cylinders. Children are able to identify & begin to talk about the properties of spheres. Vocabulary: first, then, next, order, start, end, on, under in, out in front, behind, flat, shape, triangle, circle, square, rectangle, cube, cuboid, cylinder, spheres, edge,	weigh & compare and order objects. Compare objects & quantities. Solve problems involving measures. Explore measuring objects using non-standard units. Solve problems including grouping, doubling & halving. Records using marks that they can interpret & explain.
--	---	---	---	--	---

EYFS Essential knowledge across the curriculum

		Show an interest in shape and space by playing with shapes during a sustained construction activity. Explore characteristics of everyday objects and 3D shapes. Use positional language. Use mathematical language associated with shape. Classify & sort everyday objects. Vocabulary: see Ark Maths vocabulary document		Explore the relationship between doubling and halving. Talk about properties of shapes. Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Explore characteristics of everyday objects and 2D shapes. Use mathematical language associated with shape.	straight, curved, corner Essential 2: Explore the relationship between addition & subtraction. Solve problems including doubling, halving & sharing. Solve practical problems that involve grouping & sharing. Vocabulary: see Ark Maths vocabulary document	Begins to identify own mathematical problems based on own interests & fascinations. Vocabulary: see Ark Maths vocabulary document
--	--	--	--	---	--	--

EYFS Essential knowledge across the curriculum

				Classify and sort shapes. Recognise, create & describe patterns with shapes. Use mathematical language to describe size & position. Vocabulary: see Ark Maths vocabulary document		
Understanding the world - Past and Present 	Essential 1: Know that I was once a baby. Explore photographs of ourselves as babies. Talk about what a baby looks like. Talk about what a baby can do.	Essential 1: Talk about what the weather is like currently and what they have experienced in the past. Vocabulary: now, then, before, long ago Essential 2: Explore photographs of	Essential 1: Begin to use sequencing vocabulary, before, next, after, end Vocabulary: before, next, after, end, order Essential 2: Explore photographs of a baby, toddler,	Essential 1: Use sequencing vocabulary to support text retelling, e.g. before, after, then, next Vocabulary: before, after, then, next Essential 2: Explore images of familiar	Essential 1: Investigate the life cycle of a duck. Watch real duck eggs or videos of duck eggs to witness the life cycle. Begin to use the vocabulary associated with the life cycle; egg, duckling, duck	Essential 1: Explore the life cycle of a plant and be able to sequence images of the life cycle. Vocabulary: first, then, next, after, order Essential 2:

EYFS Essential knowledge across the curriculum

Look at toys from when we were babies and when our parents/teachers were babies. Explore photographs of my family. Name family members. Talk about how our families are the same or different. Share photographs and current and past pets that children and their families have had. Vocabulary: baby, born, small, young, younger, grow, then, now, family, family name, parents, grandparents, sister, brother, cousins, aunty, uncle Essential 2: Make a birthday calendar with the	familiar places or people in autumn in the past. Talk about similarities and differences they notice in the artefacts. Vocabulary: then, now, before, same, different	child and adult in the snow. Sequence photographs of a human over time. Vocabulary: then, now, order, older, old, young, younger	places, Knowsley Safari Park/Zoo. Make comparisons between the past and now; what is the same and what is different. Vocabulary: then, now, same, different, old, older, new, newer	Compare life cycle of a duck to their own lives; baby, toddler, child, adult Vocabulary: egg, duckling, duck, hatch, grow, change, then, now Essential 2: Explore life cycle of a caterpillar/butterfly and place in a sequence. Use sequential language to describe a life cycle. Vocabulary: then, now, same, different, old, older, new, newer, order, first, then, next, after	Explore photographs of the seaside now and in the past. Make comparisons and talk about what is the same and what is different. Share books and video clips to explore the seaside in the past. Talk to familiar people about their experience of the seaside in the past. Vocabulary: then, now, before, same, different,
--	---	--	---	--	--

EYFS Essential knowledge across the curriculum

	children and use this to begin to explore chronology, talking about who was born first and whose birthday will be first in the year. Talk about events from the children's past by sharing photos and experiences of holidays or days out. Look at and talk about dragons in stories from the past. Understand that their birthday and some other key festivals (e.g. Halloween, Christmas, Easter) are annual & take place at different times of the year. Make a photographic/pictorial timeline of events through the year					questions, ask
--	--	--	--	--	--	---------------------------

EYFS Essential knowledge across the curriculum

	including birthdays and festivals.					
	Vocabulary: past, then, now, present, same, similar, different, birthday, year, month, festival, timeline, order					
Understanding the world – People, culture & communities 	Essential 1: Know that adults can have a job. Listen to different visitors talk about their jobs. Share stories about different jobs. Know that people celebrate different events. Share photographs and experiences of birthday celebrations. Plan and take part in a birthday celebration for a class teddy. Talk about pets going to the vets.	Essential 1: Experience listening to visitors talk about their jobs and how they are different during autumn, e.g. caretaker, gardener. Ask questions to find out about the jobs of people in our local community. Visit different buildings/landmarks in our local area on an autumn walk, including the	Essential 1: Continue to show an interest in different occupations, e.g. vet. Park-keeper, zoo-keeper. Begin to know that there are different countries in the world. Vocabulary: job, work, uniform, country, United Kingdom, UK Essential 2: Compare different places where penguins can live; what is the same, what is different?	Essential 1: Talk about the places the animals live naturally. Use books and short video clips to explore these natural habitats. Talk about how these countries are the same/different to where they live. Have a visit (or use video clips) to find out about the	Essential 1: Go on a walk to the local duck pond. Use photographs from the walk to create a map from Nursery to the duck pond. Talk about features they see on the walk to the duck pond. Vocabulary: journey, map, trees, houses, school, road, path, travel, pond, bridge, trees, home Essential 2:	Essential 1: Speak to a visitor about their job of gardening. Make a visit to a garden centre. Talk about how and why it is important to look after the environment. Know what we can do to look after plants and animals. Vocabulary: job, garden,

EYFS Essential knowledge across the curriculum

Visit a pet shop or speak with a vet about taking care of animals. Share the stories 'Lulu gets a cat' and 'Mog and the vee, eee, teee.' Vocabulary: adult, job, work, uniform, care, safe, visitor, share, celebrate, birthday, party, decorations, food, drink, games Essential 2: Using the core text "The Friendship Bench", compare the different places in the story, e.g. the walk home from school. Compare the playground in the story and our school playground.	duck pond and St Anne's & Blessed Dominic Church. Vocabulary: job, uniform, equipment, autumn, different, like, don't like, what, who, where, why, places, Sutton, St Helens Essential 2: Explore Autumn festivals in other faiths and religions. Know that Diwali is a festival of light celebrated by Hindu families. Know that Hanukkah is a festival of light celebrated by Jewish families.	Compare penguin homes to local settings; what is the same, what is different? Vocabulary: home, habitat, cold, colder, warm, warmer, safe, shelter, same, different	job of a vet or zoo-keeper. Use natural resources to make homes for the animals in the nature area. Vocabulary: home, country, hot, cold, hotter, colder, jungle, desert, job, vet, zoo-keeper, help, care Essential 2: Take a walk around the local environment and identify signs of nature. Draw a map of the walk they took and mark places	Go on minibeast hunts in different locations in the local environment. Use Nature Park activities to help map signs of nature in the local environment. Observe and draw what they see whilst completing field work. Vocabulary: local area, nature, environment, creatures, animals, habitat, home	gardening, garden centre, building, shop, world, care, environment. Essential 2: Create a map of Stanley's journey using small world resources. Use a practical map into a drawn map. Use a bee bot to follow a journey. Explore shady places in the school grounds during the day and mark on a map.
---	---	--	--	--	--

EYFS Essential knowledge across the curriculum

	Name and describe people who are familiar to them. 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. Begin to understand that some places are special to members of their community. Visit St Anne's & Blessed Dominic Church and speak to somebody who uses the Church. Begin to recognise that people have different beliefs and celebrate special times in different ways. Learn about the Hindu festival of Diwali and	Using different resources including books, photographs, video clips, visits to find out about different occupations; farmer, miller, baker, large animal vet. Go on a trip to a bakery to buy different types of bread. Find out about breads eaten in different countries and cultures. Using different resources including books, photographs, video clips, visits to explore the similarities and differences		where they found nature. Vocabulary: visit, journey, map, mark, show, same, different, nature		Read a range of books; fiction & non-fiction about recycling and looking after the environment. Compare a beach scene with the outdoor area at school; what is the same/different. Vocabulary: same, different, map, mark, recycle, care, environment, litter, help
--	--	--	--	--	--	---

EYFS Essential knowledge across the curriculum

	how Hindu families celebrate this festival. Vocabulary: family, friends, parents, grandparents, cousins, sister, brother, aunty, uncle, special, prayer, Church, God's family, festival, Hindu, Diwali, lights, celebrate, meal, decorations	between school setting and a farm. Use a simple map to make own farm with small world resources. Vocabulary: celebrate, families, food, decorations, presents				
Understanding the world - The Natural World 	Essential 1: Name key body parts; Through rhymes and songs. Learn how my body moves through rhymes and songs; Everybody do this, Clap your hands, Wriggle my fingers, Put your finger on your knee. Talk about what is the same about them and another person.	Essential 1: Explore different natural autumn resources using their senses. Carry out a sensory exploration of natural resources; sort, match and compare the objects. Use magnifying glasses as part	Essential 1: Explore natural resources that animals use to make a nest. Go on a winter walk. Talk about what they see/hear/experience on the winter walk	Essential 1: Know that some animals live in the wild. Watch video clips and use non-fiction texts to name some animals that live in the wild. Talk about the size of animals and	Essential 1: Visit a pond. Name different features of the pond, e.g. plants and animals. Explore real life eggs in class from different birds. Use video clips to understand the life cycle of a duck.	Essential 1: Grow a bean plant. Observe the growth of a bean plant from seed to bean pod. Know how to care for a plant. Find out which foods

EYFS Essential knowledge across the curriculum

	Talk about what is different about them and another person. Explore natural materials using our senses. Taste different fruits and talk about their texture, smell, taste. Explore a treasure basket and match objects with similar textures. Use the sense of smell to match scents and objects. Explore sounds in the local environment by going on a sound walk. Explore photographs of cats and name different body parts.	of investigating different autumn resources. Experience an autumn walk and use their different senses to explore autumn in the local area. Record what they saw on an autumn walk using mark making. Talk about what they have experienced on an autumn walk. Talk about the different weather during autumn. Identify clothes to keep us warm during autumn.	Know that the weather is different in winter. Know which clothes they would wear to keep warm in winter. Explore freezing and melting water. Know that ice changes over time. Explore changes to ice using their senses. Know that some animals hibernate during winter. Watch video clips and use non-fiction books to name some animals that hibernate. Vocabulary:	how they move. Find out where some of these animals live. Talk about how these habitats are the same or different to where they live. Know that a baby elephant is called a calf. Know that a baby kangaroo is called a Joey. Vocabulary: wild animals, size, large, small, habitat, baby, calf, Joey Essential 2:	Use vocabulary of egg, hatchling and duck to describe the stages of a life cycle Know that ducks can float. Make basic predictions about items that will float and sink. Explore and find objects that float and sink. Vocabulary: Pond, habitat, egg, hatch, hatchling, duck, drake, hen, float, sink Essential 2: Observe the stages of a life cycle of a caterpillar.	come from plants. Grow plants that can be eaten, e.g. vegetables and herbs. Explore the local environment and observe minibeasts. Name minibeasts. Talk about the similarities and differences between minibeasts. Observe birds in the outdoor environment. Name different
--	---	---	--	---	--	--

EYFS Essential knowledge across the curriculum

Listen to and talk about the different sounds a cat makes. Experience watching or standing in the rain. Stand under an umbrella in the rain. Splash in puddles. Experience drying wet items on a dry day, Respect and care for the environment by: - Feeding birds - Looking but not touching flowers - Collecting leaves to keep paths clear. Vocabulary: Head, shoulders, knees, toes, arms, stomach, bottom, feet, hands, fingers, thumbs, same, different, colour, tall,	Use natural resources to make bird feeders. Collect leaves that have fallen from trees and use them in a bug hotel. Talk about and act out things that happen in the day/night. Sort items into day time or night time. Look for animal homes/hiding places in the local environment. Vocabulary: autumn, leaves, shape, colour, listen, look, hear, watch, weather, cold, colder, windy,	Nest, habitat, warm, safe, winter, weather, cold, colder, snow, wind, windy, freeze, melt, ice, change, hibernate Essential 2: Make predictions about the different properties of water when frozen and when melted. Explore and observe melting ice. Compare how ice melts in different places. Explore and observe snow. Filter snow from different places in the outdoor environment.	Name some animals that live in hot places. Watch video clips and use Non-fiction texts to find out about these animals. Compare animals that live in hot and cold climates (using animals from Spring 1). Observe the outdoor environment and record what they observe in different ways; drawing, writing, rubbings,	Sequence pictures of a life cycle of a caterpillar. Take part in a minibeast hunt in the local area. Talk about what they have observed. Draw a variety of minibeasts/insects, naming them and add simple labels. Discuss what they found and why these animals live there. Talk about why minibeasts and plants need each other. Find out about the difference between moths and butterflies. Vocabulary:	types of birds. Talk about what birds look like, how they move and the sounds they make. Find out about a bird's habitat. Find out about what birds eat. Vocabulary: seed, grow, soil, habitat, minibeasts, food, bird, same, different Essential 2: Explore the outdoor environment and identify
--	--	--	---	---	---

EYFS Essential knowledge across the curriculum

short, feel, touch, smooth, rough, bumpy, spiky, sharp, smell, scent, strong, weak Essential 2: Explore natural resources using their senses. Use a magnifying glass to explore natural resources. Collect and use natural resources to make self/friend, a favourite character or a story setting. Go on an outdoor sensory walk and talk about what they can see, hear and feel. Vocabulary: natural, growing, outdoor, alive, dead, touch, feel, smooth, soft, rough, bumpy, see, hear, sound, loud,	daytime, night time Essential 2: Go on a nature walk and name key features of autumn. Observe and talk about the changes during Autumn. Group autumn objects and identify some of their properties. Experience walking through dry and wet leaves. Stand in the wind and talk about what we notice in terms of our senses. Fly a kite.	Make predictions and test which snow is the dirtiest. Use filter paper to test predictions and answer a question. Name animals that live in cold places. Name and label some characteristics. Compare 2 places that penguins can live; what is the same, what is different. Vocabulary: water, frozen, ice, melt, melting, warm, warmer, cold, colder, weather, winter, habitat	photographing . Know that spring is a season. Recognise some of the changes in weather and the environment during spring. Compare own environment to the habitat of an elephant. Experience adding water to different materials, e.g. mud and sand. Talk about the changes they observe. Vocabulary:	Lifecycle, egg, caterpillar, chrysalis, butterfly, habitat, change, minibeast, insect, habitat	areas that produce good shadows and those that don't. Know that the weather has to be sunny for shadows to form. Know that under water is a habitat. Name some animals live under water. Visit and beach and observe the environment, talking about what is the same and what is different.
--	---	--	--	--	--

EYFS Essential knowledge across the curriculum

	quiet, near, far, shape, same, different	Set up a pine cone weather station to monitor the weather. Predict and explore which natural objects will float and which will sink. Identify and name different woodland animals. Find out some simple facts about squirrels and other woodland animals. Make simple fact cards. Find out about animals that hibernate. Vocabulary: autumn, nature,		Habitats, warm, warmer, same, different, spring, weather, changes, temperature, wet, dry		Compare a beach environment to the local area. Know what is the same and what is different between 2 different environments, e.g. animals that live there, weather. Vocabulary: Shadow, summer, weather, light, environment, similar, different, habitat
--	---	---	--	---	--	---

EYFS Essential knowledge across the curriculum

		change, different, wet, dry, senses, weather, wind, windy, float, sink, heavy, light, animals, home, woodland, hibernate				
Working scientifically	Essential 1: Using magnifying glasses to explore natural objects and materials. Use beakers and scoops to explore natural objects such as sand, water, soil, seeds. While playing demonstrate their curiosity by talking about what they wonder. Form their own questions with support. Use one handed equipment. Select resources to carry out their plan. Make direct comparisons between objects in terms of their size, mass and capacity. Sort and group objects with support. Talk about what they have observed. Record observations using drawings and mark making. Essential 2: While playing demonstrate their curiosity by talking about what they wonder. Form their own questions with support. Describe what they see, hear and feel whilst outside. Continue to use magnifying glasses and begin to use magnifiers. Use pipettes and syringes in their investigations. Make comparisons using non-standard units of measure. Matching objects and pictures. Sort and group objects sometimes using their own criteria. Use pre-prepared tables to record observations. Sometimes draw and write labels to record their observations.					

EYFS Essential knowledge across the curriculum

Expressive arts & design   Creating with materials	Essential 1: Explore different materials & textures. Use lines/shapes to represent objects. Begin to add more detail to their drawings. Print with different body parts; finger, hand, foot. Make abstract patterns with objects of different sizes that make lines and circles. Make a part hat with a repeating ABAB pattern using different printing equipment. Draw around each other with coloured water or chalks. Use different sized paint brushes and different coloured paints. Use loose parts to create transient art portraits.	Essential 1: Select appropriate resources to create a collage of an owl. Use equipment with increasing control to create a large-scale image of a rainbow using chalk and water. Use a variety of media to create images of flowers and owls. Use different equipment to print with leaves and sticks. Manipulate clay using hands and small equipment to create a model owl. Use junk modelling resources to create closed shapes to make homes for the	Essential 1: Explore different materials & textures & begin to develop own ideas about how to use them. Begin to join different materials. Begin to create closed shapes to represent objects/animals. Use drawing to represent ideas. Begin to draw with increasing detail. Begin to show different motions in drawings, e.g. happiness/sadness. Continue to explore colour mixing. Vocabulary: materials, textures, rough, smooth, spiky, bumpy, silky, join, together, draw, lines, shapes, draw detail	Essential 1: Use different materials and textures to create a collage of animals. Draw a range of portraits of wild animals from the story. Use playdough to make 3D models of animals from the story. Use junk modelling to create 3D models of homes for the animals. Vocabulary: Materials, model, join, draw, detail, animal names, eyes, nose, whiskers, trunk, tail, neck, home, shelter, den Essential 2: Use clay and modelling tools	Essential 1: Use natural materials of different textures to make a 3D model of a nest. Choose materials to make a model boat and test it in water to see if it floats or sinks. Draw or paint a picture of their favourite character from a story. Create an observational painting of flowers in the outdoor environment and/or indoor display. Mix colours to support the creation of the flower piece. Vocabulary: materials, rough, smooth, bumpy, soft, hard, create, nest, boat, float, sink, mast, sail, brush, dab, colour, mix, lighter, darker, change	Essential 1: Make a 3D model of a scarecrow as part of a group. Use different materials of different textures to create a collaged cat mask. Select and mix colours to paint pictures of minibests. Vocabulary: model, scarecrow, materials, parts, join, stand, collage, materials, colours, mix, change Essential 2: On a visit away from school, complete an observational drawing.
--	--	---	--	--	--	--

EYFS Essential knowledge across the curriculum

Explore emotions when painting facial expressions. Explore colour and colour mixing using Jackson Pollock as inspiration. Use transient art items to create an image of Pete the Cat. Roll a small ball through paint in a tray. Make lines and circles of different sizes in playdough. Using playdough, roll dough to make a body part for a cat, e.g. tail or leg. Vocabulary: line, circle, print, paint, mark, draw, equipment, sponge, brush, pattern, shapes., colour, mix, shade, dark, light, change Essential 2: Experience creating images or models of themselves/friend/favour	animals in familiar stories. Use equipment such as scissors with increasing control to change the shape of paper/card etc. Use materials of different textures to make a patchwork blanket for the animals to hide under. Use chalk and water painting of initial letters on different surfaces/textures/materials. Draw Percy and the animals from the story using different media (chalk, paint, felt tips, pastels) and experience using different tools (brushes, feathers). Print images using different	Essential 2: Experience using water colours to create a painting of a penguin, using photographs as a stimulus. Add some smaller detail to paintings, selecting appropriate tools or sized paintbrushes to make these marks. Hold paintbrushes and other one-handed tools with increasing control. Continue to develop experience of colour mixing to create different colours and shades. Explore painting on different surfaces and textures including ice. Make observations of how colours mix on different surfaces.	to make a model of a favourite animal. Use water colour paints and brushes of different sizes to create pictures of animals and their habitats. Experiment by adding ink to water to 'marble' and create different patterns on paper. Cut and rip the marbled paper to make a collage picture of an animal in their habitat. Explore what happens when you add water to chalk when mark making in the outdoor environment.	Essential 2: 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. Carry out observational drawings of minibeasts whilst on fieldwork. Observe colours in the local environment and use primary colours to mix and match colours. Use a variety of collage materials of different textures to create a collage of a minibeast. Vocabulary: sculpture, model, shape, add, change, smooth, twist, pull, stretch, shape, draw, detail, copy, colour, shades, match, mix, dark,	Explore mixing different shades of colour using different media to create a jellyfish. Use natural materials to create a transient art piece. Use recycled materials to create a kite. Use appropriate one-handed tools with control. Vocabulary: materials, cut, shape, join, mix, shades, lighter, darker, detail
---	---	--	---	---	---

EYFS Essential knowledge across the curriculum

	ite character or setting using paint, drawing, transient art and junk modelling. Use different equipment to make paw prints and develop a pattern. Mix different colours to make different colours and shades to paint dogs. Draw with increasing complexity & detail to draw a self-portrait, such as representing a face with a circle & including details. Continue to explore colour and colour mixing when using paint to create a painting of a dragon. Use playdough equipment to create a birthday cake using a variety of techniques. Use natural resources and transient art to create own image of a dragon.	media; leaves, sticks, potato prints of animal paw prints. Use playdough to create 3D models of animals. Vocabulary: collage, materials, smooth, soft, scrunch, rip, tear, cut, snip, glue, lines, paint, brush, shape, straight, curved, print, roll, stamp Essential 2: Visit the outdoor classroom and complete an observational drawing of the woodland scene. Use 'wikk stix' and leaves to create an abstract sculpture. Use materials of different textures to make a model nest for the hen.	Vocabulary: size, detail, smaller, larger, wide, thin, thinner, wider, colour mix, shades, darker, light, lighter, dark, change	Vocabulary: clay, model, modelling tools, pinch, stretch, shape, change, pull, twist, smooth, brushes, stroke, thin, wide, marble, drop, add, pattern, rip, tear, cut, snip, collage	light, darker, lighter, collage, rip, tear, cut	
--	--	--	---	--	--	--

EYFS Essential knowledge across the curriculum

	Use a variety of equipment to create own artwork. Vocabulary: shapes, lines, circles, detail, colour mixing, shades, dark, darker, darkest, light, lighter, lightest	Know how to create the colours orange, pink, grey and brown by mixing primary colours. Vocabulary: outdoor, watch, observe, see, shape, draw, lines, straight, curved, sculpture, natural objects, mix, colour mix, shades, change, different, dark, light				
Being Imaginative & Expressive  	Essential 1: Take part in pretend play. In the home corner make a snack for a friend. Develop stories using small world using their experience of home and school. Listen with increased attention to sounds. Sing & remember some simple rhymes & song	Essential 1: Use different small world equipment to create scenes based on the stories they have read. Act out and continue story themes in their play. Move bodies in time to music. Mimic the movements of animals from	Essential 1: Begin to respond to what they heard, expressing own thoughts/ideas. Take part in pretend play using objects to represent something else. Begin to develop more complex stories using small world. Begin to make imaginative & complex small worlds.	Essential 1: Use small world resources to create safari scenes and develop a storyline in their play. Act out the story outdoors with props. Innovate the story using role play and available props.	Essential 1: Act out a story using pupils and musical instruments. Use knowledge of the story to act out the emotions of characters; happy/sad/excited/worried/disappointed. Use small world resources to support retelling a known story. Use talking tins to record own sound	Essential 1: Act out a story using pupils and musical instruments. Use knowledge of the story to act out the emotions of characters; happy/sad/excited/worried/disappointed. Use small world resources to

EYFS Essential knowledge across the curriculum

and songs that link to the theme of learning. Play instruments with increasing control. Explore & listen to the sounds of two different instruments. Make movements to music. Dance to music from the cultures our families represent. Take part in imaginative small world play involving pets. Experience dressing up as a cat or a favourite pet. Take part in domestic role play welcoming a new pet cat into the home corner. Move or dance like a cat; walking, stretching. Crawling. Listen to a piece of guitar music.	stores we read using gross motor movement. Create a sequence of movements to accompany Beethoven's Moonlight Sonata and Peer Gynt Suite No. 1, Morning Mood. Learn and perform with actions the rhyme the 'Owl and the Pussycat'. Play instruments with increasing control. Explore changing the volume of the instruments to wake up the toys or soothe them to sleep. Using small world figures and resources to create woodland scenes; finding places for the animals to hide.	Begin to remember entire simple rhymes/songs. Listen to music from a variety of countries and cultures. Play instruments with increasing control. Make movements to music. Vocabulary: <i>listen, sounds, like, dislike, pretend, make believe, not real, fantasy, country countries, different, same, instrument, play</i> Essential 2: Revisit music they have previously listened to in Nursery; what do they remember? What do they like or dislike? Debussy The snow is dancing Take on the role of animals from fiction	Combine different movements to dance to African music, Carnival of the Animals; Lion Royal March Movement 1 (ballet version), Elephant movement 5 (ballet version), Kangaroo movement 6 (ballet version) Learn & perform poems, songs and rhymes: Walking through the jungle, 5 Little Monkeys, African Elephant poem. Use instruments to represent the animal movements, e.g. elephants (drum), kangaroo (xylophone), bat (shaker)	effects and rehearsed sentences to support retelling. Perform linked rhymes with props to an audience; 5 little ducks. Vocabulary: <i>story, retell, props, instruments, feelings, happy, sad, excited, worried, disappointed, noises</i> Essential 2: Learn a variety of songs, poems & rhymes linked to text and theme: There is a tiny caterpillar song, Out of the Ark, Minibeast songs Make up and perform a dance using music inspired by minibeast/insects: Flight of the bumblebee by Rachmaninoff or the Butterfly waltz by Charles Janon.	support retelling a known story. 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> Make own instruments using beans and seeds. Use bean and seed shakers to play along to music and follow simple rhythms. Make big and small movements to giant music. Vocabulary: <i>story, retell,</i>
--	--	--	--	--	---

EYFS Essential knowledge across the curriculum

	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? While playing hide and seek, make your own music to help people to find you. Vocabulary: pretend, not real, meal, friend, family, place, sounds, instrument, same, different, move, dance, listen, music Essential 2: Listen to and join in with the chorus and actions of the songs 'My pet and me' and 'How much is that Doggie'. Listen and dance to sounds of the beach. In the role play area, make a snack for a friend.	Role play in role as Percy the Parkkeeper playing hide and seek with the animals. 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>. Learn and perform familiar rhymes and songs, e.g <u>Hide and Seek song</u>, 2 little mice hiding in a hat, <u>5 little bunnies</u>, <u>Woodland Walking Song</u> Use instruments to make music when playing a game of hide and seek to help people to find you. Vocabulary: scene, setting, animals,	or non-fiction books in their play. Take part in a group 'hot-seating' activity to find out more about a character. 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> Innovate songs and rhymes to include other animals that live in cold places. Vocabulary: instruments, song, music, beat, rhythm, loud, quiet, faster, slower, fast, slow	Vocabulary: safari, act, retell, change, dance, move, rhythm, slow, fast, jump, stamp, gentle, shake, pat, tap, rattle, beat Essential 2: Learn and perform a variety of rhymes/poems/songs linked to the theme/key text; <i>Down in the jungle</i>, <i>Five little monkeys swinging from the tree</i>, <i>Look at the sneaky crocodile</i>. Listen to and watch African music and dancing with a focus on drumming and body percussion. Move to African music and	Use scarves and fabric as part of movement to music. Retell/act out familiar stories using role play/stick puppets. Vocabulary: song, rhythm, beat, loud, louder, quiet, quieter, speed, move, dance, dance move, sequence, order, listen, tell, story	props, instruments, feelings, happy, sad, excited, worried, disappointed, noises, shake, beat, rhythm, rhymes Essential 2: Listen to and discuss natural sounds; waves crashing on the shore, tides, whale song. Act out familiar texts using a story maps/zig zag books. Vocabulary: sound, rhythm, beat, volume, loud, louder, quiet, quieter, high, low, long, short, act, retell
--	--	--	--	--	--	---

EYFS Essential knowledge across the curriculum

	In the outdoors role play area, experience playing in the mud kitchen and Beach Café. Begin to listen attentively, move to & talk about music, expressing their feelings & responses. Sing in a group or on their own. 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 in English & other home languages. Listen and dance to St George and the Dragon by Alex & Ivana Nikolic. Begin to explore & engage in music making & dance. Play instruments to accompany songs & rhymes.	<i>forest, story, characters, dance, move, music, rhythm, day time, night time, poem, instrument names, volume, loud, quiet.</i> Essential 2: 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" Listen to relaxing music with autumn images. In the role play areas, select appropriate clothing for cold and windy weather. Dress the dolls in the role play area in warm clothing.		drumming using different body parts to match the beat and rhythm of the music. Vocabulary: <i>song, beat, rhythm, fast, faster, slow, slower, loud, louder, quiet, quieter, Africa, same, different</i>		
--	---	--	--	--	--	--

EYFS Essential knowledge across the curriculum

	Make dragon dances with scarves. Take part in simple pretend play. Begin to develop storylines in their pretend play. Use own life experiences to develop play & vocabulary in the different role play areas; home corner (bedtimes & parties) and Mud Kitchen (party time, cake baking). Vocabulary: music, beat, rhythm, move, dance, instrument, pretend, life	In the mud kitchen make different 'soup' using natural ingredients. 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). Listen and move to pieces of music to represent some of the animals in the stories they hear: <u>Haydn: symphony No. 83 in G minor Paris Symphonies</u> <u>The Hen, Prokofiev Peter & the wolf: cat themes</u> In the outdoor environment take part in role play on the Bike track - visiting a farm shop and making				
--	---	---	--	--	--	--



EYFS Essential knowledge across the curriculum

		bread and cakes in the outdoor kitchen. Vocabulary: perform, actions, words, rhyme, song, relax, music, slow, quiet, calm, quieter, still, weather, warmer, warm, cold, colder				
--	--	--	--	--	--	--

EYFS Essential knowledge across the curriculum

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