

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.	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.

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		Be able to tell the story of the Nativity using role play.	Learn the 'Shristi the sun bear' song about showing others we care.	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.	Know that we sing and say prayers when we are at church.	Listen to the stories of Diwali and Hannukah. Recognise different traditions used in other faiths when celebrating festivals.
Vocabulary	Essential I: God, Father, Son, Holy Spirit, world, wonderful, precious	Essential I: Jesus, Mary, Joseph, Bethlehem, shepherds, believe, wreath, crib, Advent, Christmas, Nativity	Essential I: Jesus Wise men Bible Welcome Blessed Prayer Glory be Love	Essential I: Lent Died Rose Commandment Celebrate Grow New life Easter	Essential I: Heaven Jesus Father Holy Spirit Parish Church Prayers Sunday	Essential I: Friend Helper Support Same Different Saints Diwali Celebrating Rama and Sita Lights Pattern Lamps

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						Hindu Jewish Hannukah Dreidel Special Islam Muslim Precious mat
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. Name 1 way I can play nicely with a friend.	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. Know that we have rules at school to keep us safe. Recognise different types of homes.	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. Name their favourite healthy food. Know treats are ok to have sometimes.			

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Communication & Language 	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		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		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 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. Understand simple questions - 'who', 'what' and 'where'	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. Be able to talk about familiar books and be	Essential 1 Sing a large repertoire of songs Know many rhymes. Understand some why questions in a range of contexts.	Essential 1 Enjoy listening to linked stories, recalling key events in sequence. Talk about familiar books.

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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. Begin to learn new rhymes/songs and develop a repertoire.	& 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 or the text we are learning from.	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.	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	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	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 and, or, because, but.
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	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>	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>	Vocabulary: <i>why, because, then, after, next, rhymes, song, words, and, listen, speak, hear</i>			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>
Physical development  Gross motor	Essential I: Continue to develop movement skills; walking, running, jumping & climbing.	Essential I: Use large movements of different body parts to mimic the movements of different animals from	Essential I: Continue to develop and refine gross motor skills; walk, run, jump & climb.	Essential I: Continue to develop and refine gross motor skills; walk, run, jump & climb.	Essential I: Use gross motor movements to move like the characters in the story; flap wings, stand on one leg, hop.	Essential I: Continue to develop their movement skills; travelling in a variety of ways.

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Continue to develop balancing skills at low level. Travel and balance along an obstacle course that the children have made. Play a parachute game and find different ways to travel under the canopy. Play games such as Simon says linked to actions in the text. Continue to develop riding skills - scooter/trike/balance bike. Continue to develop ball skills - rolling. Roll balls to friends and learn their names, roll a ball through a friends legs. Begin to use large-muscle movements to	the stories the children read. Use gross motor skills to balance to walk across pieces of equipment. Roll a ball to knock down skittles. Use large arm movements to throw a ball at a target. Use kicking skills to kick a ball at a target. Use a balance bike to move along a track. Control a tricycle by pedalling to move along a track.	Balance at a low level. Negotiate space indoors and outdoors. Use indoor and outdoor equipment to develop upper body strength. Take part in 'Dough gym' activities to develop upper body strength, upper arm movements and bilateral co-ordination. Learn to hop. Begin to learn to skip (without a rope). Continue to develop riding skills; scooter, trike, balance bike.	Balance at a low level. Negotiate space indoors and outdoors. Use indoor and outdoor equipment to develop upper body strength. Take part in 'Dough gym' activities to develop upper body strength, upper arm movements and bilateral co-ordination. Learn to hop. Begin to learn to skip (without a rope). Continue to develop riding skills; scooter,	Dance to music with different beats/rhythm/temp. Complete an obstacle course with a 'pond' in the middle. Play a game of 'duckling following' (similar to follow the leader), moving in and out of obstacles. Work as part of a group to move large objects to make a nest. Vocabulary: flap, balance, hop, dance, move, rhythm, beat, stamp, shake, sway, travel, climb, crawl, over, under	Experience using gross motor movements to; dig, water, balance, manoeuvre wheeled toys, e.g. a wheelbarrow. Use large muscle movements to mark make on a large scale. Collaborate with others to manage large items when constructing a model beanstalk or making a model castle. Vocabulary: travel, move, dig, digging, water,
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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. Walk through mud and puddles making footprints. Walk like a character from our core text, e.g. Pete the Cat; walk	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	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, push, move, hop, skip, fast, slow	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,	watering, life, tip, balance, move, change, stop
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	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: balance, travel, low, high, build, move, stretch, roll, listen			push, move, hop, skip, fast, slow		
Fine motor  	Essential 1:	Essential 1: Use an age appropriate grip	Essential 1: Increase independence	Essential 1: Increase independence	Essential 1: Use chalk to draw story characters.	Essential 1: Show a preference for

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Use some one-handed tools & equipment, e.g. jugs for pouring. 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.	to hold different mark making equipment to make large scale 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	getting dressed and undressed. 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	getting dressed and undressed. 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	Draw pathways from one character 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	a dominant hand. 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.
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	When working with mud experience; scooping, mixing, stirring. 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	small world animals. Cut strips of paper to make 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,		shapes learnt (horizontal & vertical lines & circles) to 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	show the sequence of a story. Vocabulary: face, eyes, nose, mouth, beak, wings, character, create, draw, detail	Begin to draw with increasing 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.
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		mark, scissors, open, close, cut, snip				
Literacy:  Word reading Also see the progression in RWI (phonic programme) information.	Essential 1: Distinguish between different sounds; environmental, instrumental & body percussion. Match sounds on talking tins to photographs of places/objects in Nursery. Play sound lotto to match sounds to photographs. Use different body parts to make and change different sounds. Listen to short pieces of music and move along to the rhythm. Play musical instruments in time to	Essential 1: Enjoy joining in with rhymes and songs. Begin to recognise the rhythm in a variety of songs and rhymes. Begin to fill in the missing words of familiar rhymes. Begin to explore voice sounds. Hear the initial sound in their own names. Confidently handle books the correct way and turn pages.	Essential 1: Begin to develop awareness of words that sound the same. Begin to identify and hear initial sounds in words. Explore and begin to talk about different vocal sounds. Begin to orally blend and segment words with support. Begin to understand the difference between a letter and a word. Begin to follow the print from left to right.	Essential 1: Begin to develop awareness of words that sound the same. Begin to identify and hear initial sounds in words. Explore and begin to talk about different vocal sounds. Begin to orally blend and segment words with support. Begin to understand the difference between a letter and a word.	Essential 1: Follow the direction of print. Develop an understanding of the difference between a letter and a word. Read own name. Blend and segment CVC words using Fred Talk. Begin to learn the first 10 sounds of the RWI programme (masdt, inpggo). Vocabulary: left, right, start, end, letter, word, name, sounds, Fred talk, blend, together	Essential 1: Identify some initial sounds in words, e.g. bbbean, sssoil, JJJasper. Follow print from left to right. Begin to use I:I correspondence when following print. Read own name. Vocabulary: sound, letter, print, left, right, follow, name

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the rhythm of short songs. Enjoy and join in with rhymes & songs, tuning in and paying attention. Begin to hear initial sounds in name alliteration activities. Explore different vocal sounds. 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	Recognise the difference between print and illustrations. Begin to recognise the shape of the first initial of their name. Select their first initial from a selection of 3. Vocabulary: rhythm, rhyme, beat, pattern, sound, books, story, pages, cover	Begin to use 1:1 correspondence. Read own name without visual prompts in a range of contexts. Vocabulary: sound, rhyme, first sound, blend, Fred talk, letter, word, follow, read	Begin to follow the print from left to right. Begin to use 1:1 correspondence. Read own name without visual prompts in a range of contexts. Vocabulary: sound, rhyme, first sound, blend, Fred talk, letter, word, follow, read		
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	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.					
Comprehension	Essential 1: 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.	Essential 1: 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.	Essential 1: 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.	Essential 1: 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.	Essential 1: 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	Essential 1: 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.

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	Vocabulary: story, beginning, middle, end, what, who, when, first, then, next	Vocabulary: story, character, next, then, first, after, start, end	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, why, because, first, then, next, after	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, why, because, first, then, next, after	linked to focus text. Talk about familiar books and begin to express a viewpoint. Vocabulary: story, character, retell, beginning, middle, end, like, dislike.	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 and, or, because, but. Vocabulary: stories, books, non-fiction, information, listen, hear, follow, who, what, where, why, before, then, after, next, ad, or,
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						<i>because, but, share, turns</i>
Writing	Essential 1: 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,	Essential 1: 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.	Essential 1: 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.	Essential 1: 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	Essential 1: 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. <i>Vocabulary: name, letter, sound, shape, direction, down, up, round, straight, curved.</i>	Essential 1: 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. <i>Vocabulary: grip, hold, write, left,</i>

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	e.g. I like my..., This is Pete the Cat. Draw a big circle (Beery shape) around a pair of wellingtons in an anti-clockwise direction. Vocabulary: write, letter, sound, shape, pencil, grip, move, direction	With support begin to order letters of their name using letter cards and sound pegs. Vocabulary: hold, grip, marks, line, up, down, left, right, side-to-side, round, circle, top, bottom	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	speech into words. Develop oral rehearsal; holding a 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		right, top, bottom, start, end, letter, sound, shape
Mathematical development	Essential 1	Essential 1 Children will learn to display	Essential 1 Children will learn to recognise 3 dots, like they see on a die,	Essential 1 Subitise up to 5 in different	Essential 1: Children will compare sets of	Essential 1:



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Number	Children to use the language of number in their play.	numbers 1 and 2 using their fingers.	without counting them. Children will continue to recognise 3 objects without counting them, this time in different arrangements. Children will learn to recognise when there are 3 dots, even if they are different sizes	contexts, including dice patterns and counters on a 5 frame.	objects and make predictions on which has more or less.	Children will recite numbers past 5.
	Children to begin to compare the number of items in a group using comparative language.	Children will count up to 2 objects using touch counting, saying 1 number per item.	Children are introduced to what the numeral 3 looks like and learn what it represents. Children focus on counting 4 objects	Show a matching amount using 'finger numbers'.	Children will compare quantities using the vocabulary "more than" and "fewer than".	Children will recognise numerals and match the corresponding amount.
	Children to use counting behaviour to begin to identify the number of objects in a group.	Children will develop fast recognition of up to 2 objects without having to count them individually (subitising).	Children are introduced to what the numeral 4 looks like and learn what it represents. Children focus on counting 4 objects	Recite numbers past 5 when counting. Identify numerals in different contexts and match the correct amount.	Children will use counting to check their estimations on which group has more or less.	Children will begin to order numbers and recognise which number comes next in a sequence.
	Children begin to identify and match when two groups are the same.	Children will know that the last number reached when counting a small set of objects tells you how many there are in total.	Children are introduced to what the numeral 4 looks like and match the numeral 4 to the quantity. Children focus on counting 5 objects	Begin to use a 10 frame to arrange amounts greater than 5.	Vocabulary: more than, less than, fewer than, count, guess, check	Children will be able to state a number that comes before or after a given number.
	Children recognise that the last number they reach when counting is the final amount.	Children will know that the last number reached when counting a small set of objects tells you how many there are in total.	Children are introduced to what the numeral 5 looks like and match the numeral 5 to the quantity. Children explore the composition of	Know that the last number reached when counting a set		Children will count up to 5
	Vocabulary: more, less, lots, group, same, different, count, touch, number names.	Children will recognise the numerals of one				

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		and two and begin to match them to the correct amounts. Vocabulary: Count, touch, number names, numeral, order, start	number 5 using Numicon pieces Vocabulary: numbers, order, forwards, count, match, sort, subitise, more, less, together, altogether	of objects tells them how many there are in total. Vocabulary: numbers, order, forwards, count, match, sort, subitise, more, less, together, altogether		objects accurately. Children will recognise different representation of numbers and sequence them. Vocabulary: before, after, bigger, smaller, count, order, first, then, next, after
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.	Essential 1 Children will recognise an AB pattern. Children will describe an AB pattern and predict what will come next in the 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	Essential 1 Children will experience comparing the height of different objects using the words tall or short. Children will experience comparing the	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',	Essential 1: Children will explore the different pairs of numbers that make up the number 3. Children will explore the different pairs of

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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. 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 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. 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 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. 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.	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. 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	length of different objects using the words long or short. Children experience using measuring equipment (balance scales) & explore what happens when they place 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.	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', 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.	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 representation of numbers. Vocabulary: before, after, bigger, smaller, count, order, first, then, next, after, part, part-whole, altogether. Amount
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EYFS Essential knowledge across the curriculum

	Children will sort objects according to different criteria; colour, size, shape. Vocabulary: group, sort, same, different, colour, shape, shape names, big, bigger, small, smaller	Vocabulary: Pattern, first, then, next, after, same, repeat, wrong, mistake	concrete objects, e.g. Numicon, double sided counters. Vocabulary: shapes, bigger, change, different, edge, corners, big, little, smaller, triangle, square	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 practically & pictorially). Children compare the capacity of different containers by directly pouring from one to another. Vocabulary: tall, short, long, heavier, lighter, heavy, light, full,	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 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	
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EYFS Essential knowledge across the curriculum

				empty, half full	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, straight, curved, corner	
Understanding the world - Past and Present 	Essential I: 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 I: Talk about what the weather is like currently and what they have experienced in the past. Vocabulary: now, then, before, long ago	Essential I: Begin to use sequencing vocabulary, before, next, after, end Vocabulary: before, next, after, end, order	Essential I: Use sequencing vocabulary to support text retelling, e.g. before, after, then, next Vocabulary: before, after, then, next	Essential I: 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	Essential I: Explore the life cycle of a plant and be able to sequence images of the life cycle. Vocabulary: first, then, next, after, order

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				the life cycle; egg, duckling, duck Compare life cycle of a duck to their own lives; baby, toddler, child, adult Vocabulary: egg, duckling, duck, hatch, grow, change, then, now	
Understanding the world -	Essential 1:	Essential 1:	Essential 1:	Essential 1:	Essential 1:	Essential 1:

EYFS Essential knowledge across the curriculum

People, culture & communities 	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. 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, tee.'"	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 duck pond and St Anne's & Blessed Dominic Church. Vocabulary: job, uniform, equipment, autumn, different, like,	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	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 job of a vet or zoo-keeper. Use natural resources to make homes for the animals in the nature area.	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	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, gardening, garden centre, building, shop, world, care, environment.
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EYFS Essential knowledge across the curriculum

	Vocabulary: adult, job, work, uniform, care, safe, visitor, share, celebrate, birthday, party, decorations, food, drink, games	don't like, what, who, where, why, places, Sutton, St Helens		Vocabulary: home, country, hot, cold, hotter, colder, jungle, desert, job, vet, zoo-keeper, help, care		
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; <i>Everybody do this, Clap your hands, Wriggle my fingers, Put your finger on your knee.</i> Talk about what is the same about them and another person. Talk about what is different 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 of investigating different autumn resources. Experience an autumn walk	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 Know that the weather is different in winter. Know which clothes they would wear to	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 how they move. Find out where some of these animals live.	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. Use vocabulary of egg, hatchling and duck to describe the stages of a life cycle	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 come from plants. Grow plants that can be eaten, e.g.

EYFS Essential knowledge across the curriculum

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. Listen to and talk about the different sounds a cat makes. Experience watching or standing in the rain.	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. Use natural resources to make bird feeders. Collect leaves that have fallen	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: Nest, habitat, warm, safe, winter, weather, cold, colder, snow, wind, windy, freeze,	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	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	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 types of birds. Talk about what birds look like,
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EYFS Essential knowledge across the curriculum

	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, short, feel, touch, smooth, rough, bumpy, spiky, sharp, smell, scent, strong, weak	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, daytime, night time	melt, ice, change, hibernate			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
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EYFS Essential knowledge across the curriculum

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.					
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.	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.	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	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	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	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 minibeasts. Vocabulary: model, scarecrow, materials,

EYFS Essential knowledge across the curriculum

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. 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.	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 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.	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	homes for the animals. Vocabulary: Materials, model, join, draw, detail, animal names, eyes, nose, whiskers, trunk, tail, neck, home, shelter, den	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	parts, join, stand, collage, materials, colours, mix, change
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EYFS Essential knowledge across the curriculum

	<i>Vocabulary: line, circle, print, paint, mark, draw, equipment, sponge, brush, pattern, shapes, colour, mix, shade, dark, light, change</i>	Draw Percy and the animals from the story using different media (calk, paint, felt tips, pastels) and experience using different tools (brushes, feathers). Print images using different media; leaves, sticks, potato prints of animal paw prints. Use playdough to create 3D models of animals. <i>Vocabulary: collage, materials, smooth, soft, scrunch, rip, tear, cut, snip, glue, lines, paint, brush, shape, straight, curved, print, roll, stamp</i>				
Being Imaginative & Expressive	Essential 1: Take part in pretend play.	Essential 1: Use different small world equipment to create scenes	Essential 1: Begin to respond to what they heard,	Essential 1: Use small world resources to create safari	Essential 1: Act out a story using pupils and musical instruments.	Essential 1: Act out a story using pupils and



EYFS Essential knowledge across the curriculum

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 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.	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 stories 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.	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. 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</i>	scenes and develop a storyline in their play. Act out the story outdoors with props. Innovate the story using role play and available props. 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	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 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>	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. 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.
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EYFS Essential knowledge across the curriculum

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. 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	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. 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	countries, different, same, instrument, play	<u>Monkeys, African Elephant poem.</u> Use instruments to represent the animal movements, e.g. elephants (drum), kangaroo (xylophone), bat (shaker) Vocabulary: safari, act, retell, change, dance, move, rhythm, slow, fast, jump, stamp, gentle, shake, pat, tap, rattle, beat	Use bean and seed shakers to play along to music and follow simple rhythms. Make big and small movements to giant music. Vocabulary: story, retell, props, instruments, feelings, happy, sad, excited, worried, disappointed, noises, shake, beat, rhythm, rhymes
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EYFS Essential knowledge across the curriculum



		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, forest, story, characters, dance, move, music, rhythm, day time, night time, poem, instrument names, volume, loud, quiet.				
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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