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| EYFS – COMMUNICATION and LANGUAGE – Listening, Attention and Understanding/Speaking | | | | | |
| F2 | Term | EYFS Coverage | Knowledge Expectations | Vocabulary Expectations | Links to prior/post learning |
| Aut | N – LA - Enjoys listening to longer stories and can remember much of what happens.  Begins to pay attention to more than one thing at a time.  Understand a question or instruction that has two parts, such as; “Get your coat and wait at the door.”  Understand why questions, like; “Why do you think the caterpillar got so fat?”  Can shift from one task to another if you fully obtain their attention, for example, by using their name?  Can answer simple why questions?  N – S - Use a wide range of vocabulary – words taught to extend vocab.  Sing a large repertoire of songs.  Know many rhymes, be able to talk about familiar books and be able to tell a long story.  Develop communication  May have problems with irregular tenses, plurals, some sounds and multisyllabic words.  Uses sentences of four to six words – I want to play with the cars.  Be able to express a point of view and debate when they disagree with an adult or friend using words as well as actions.  Can start a conversation with an adult or friend and continue it for many turns.  Use talk to organise themselves and their play – “Let’s go on a bus - you sit there. I’ll be the driver.”  Uses sentences joined up with words like because or and?  Uses future and past tense.  R – LAU - Understand how to listen carefully and why listening is important.  Learn new vocabulary- vocab linked to specific lessons.  Use new vocabulary through the day – specific taught vocab  Listen and talk about stories to build familiarity and understanding.  Engage in story times.  Listen carefully to rhymes and songs paying attention to how they sound.  Learn rhymes, poems and songs.  Engage in non-fiction books – listen to books related to topic and self-select these.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge/vocab.  R – S - Ask questions to find out more and check they understand what has been said to them. Who Where Why  Articulate their ideas and thoughts into well-formed sentences.  Connect one idea or action to another using a range of connectives.  Narrate – recall, extend.  because and  Describe events in some detail.  Use talk to help work out problems and organise thinking and activities, to explain how things work and why they might happen.  Develop social phrases – Good Morning etc.  Engage with stories – retelling, once they have developed a deep familiarity with the text some exact repetition and own words.  Use new vocabulary in different contexts – phrases from the story – I searched for my pencil. | - Know listening skills and expectations - eye contact, sitting still, not talking.  - Know some instructions have two parts and be able to follow both.  - Know when we say vocabulary we mean the words we are using.  -Know and sing a range of simple songs and rhymes e.g. nursery rhymes.  - Know different familiar stories and be able to talk about them.  - Use sentences of four or six words.  -Know how to express their point of view and feelings about a topic.  - Know they can extend sentences with words such as **and** and **because**.  - Know a why question is asking for a reason.  - Know a how question is asking about something e.g. how they feel, how something works.  -Know a who question is asking about a person/character.  - Know they need to give others chance to speak and then respond to others.  - Know how to answer questions in sentences rather than single words.  - Know a range of social phrases e.g. Good Morning, Hello, How are you? Good Bye, please and thank you.  - Know they can use their own storylines and narratives in play alone and with others. | Listen, attention, sit, still, eyes, ears, brains, mouths, look, focus, interest, rhymes, nursery rhymes, play, familiar, unfamiliar, stories, turn taking, next, repetition, repeated, phrases, lines, and, because, connectives, extend, longer, shorter, information, why, how, respond, ideas, speak, concentration, Good Morning, Hello, How are you? Good Bye, please, thank you. imaginatively, imagination, fact, fiction, nonfiction, singing, instructions, questions, retell, loud, quiet, fast, slow, easy, difficult, simple, order, recreate, roles, characters, next ,before, under, over, beside, on top, behind, theme, topic, explanation, sentences, words, vocabulary, tense, past, present, future, individual, group. | Children should have been exposed to a range of language and vocabulary in their F1 setting/childminders/home to support their listening and attention, understanding and speech.  N – LA - Enjoys listening to longer stories and can remember much of what happens.  Begins to pay attention to more than one thing at a time.  Understand a question or instruction that has two parts, such as; “Get your coat and wait at the door.”  Understand why questions, like; “Why do you think the caterpillar got so fat?”  Can shift from one task to another if you fully obtain their attention, for example, by using their name?  Can answer simple why questions?  N – S - Use a wide range of vocabulary – words taught to extend vocab.  Sing a large repertoire of songs.  Know many rhymes, be able to talk about familiar books and be able to tell a long story.  Develop communication  May have problems with irregular tenses, plurals, some sounds and multisyllabic words.  Uses sentences of four to six words – I want to play with the cars.  Be able to express a point of view and debate when they disagree with an adult or friend using words as well as actions.  Can start a conversation with an adult or friend and continue it for many turns.  Use talk to organise themselves and their play – “Let’s go on a bus - you sit there. I’ll be the driver.”  Uses sentences joined up with words like because or and?  Uses future and past tense. |
| Spr | R – LAU - Understand how to listen carefully and why listening is important.  Learn new vocabulary- vocab linked to specific lessons.  Use new vocabulary through the day – specific taught vocab  Listen and talk about stories to build familiarity and understanding.  Engage in story times.  Listen carefully to rhymes and songs paying attention to how they sound.  Learn rhymes, poems and songs.  Engage in non-fiction books – listen to books related to topic and self-select these.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge/vocab.  R – S - Ask questions to find out more and check they understand what has been said to them. Who Where Why  Articulate their ideas and thoughts into well-formed sentences.  Connect one idea or action to another using a range of connectives.  Narrate – recall, extend.  because and  Describe events in some detail.  Use talk to help work out problems and organise thinking and activities, to explain how things work and why they might happen.  Develop social phrases – Good Morning etc.  Engage with stories – retelling, once they have developed a deep familiarity with the text some exact repetition and own words.  Use new vocabulary in different contexts – phrases from the story – I searched for my pencil.  ELG – LAU - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  Make comments about what they have heard and ask questions to clarify their understanding.  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  ELG – S - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | As above plus:  - Know why listening is an important skill, to help us complete our work, to keep us safe, for pleasure – links to music and storytelling.  - Know explanations/descriptions follow a sequence and more detail makes them interesting.  - -Know books are a source of familiar and new vocabulary.  - Know we are learning new vocabulary all the time and we can ask if we do not understand a word.  - Know when to use new vocabulary appropriately.  - Know relevant comments and questions relate to the current topic - as modelled by the adult.  - Know and use correct tense in speech e.g. plays playing played.  - Know some familiar stories and be able to retell them –orally. | As above plus:  Actions, movement, conversation, discussion, humour, jokes, pictures, cues, props, organise, sequence, statement, feelings, events, where, when, what, behaviour, rules, expectations, effective, ineffective, express, accurately, relevant, visitors, assembly, modelled, role model, incorrect, correct. |
| Sum | ELG – LAU - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  Make comments about what they have heard and ask questions to clarify their understanding.  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  ELG – S - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | As above plus:  - Know, understand and use question language; Who, What, Where, When, Why and How.  - know questions help to clarify understanding.  - Know relevant information relates to the current subject and is not just about sharing personal information.  - Know their ideas and feelings are important and how to express them appropriately. | As above: |

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| EYFS – PHYSICAL DEVELOPMENT – GROSS MOTOR SKILLS AND FINE MOTOR SKILLS | | | | | |
| F2 | Term | EYFS Coverage | Knowledge Expectations | Vocabulary Expectations | Links to prior/post learning |
| Aut | **Listening Games Outdoor Balance Obstacles Rugby Tots Dance Activities – Gross Motor Skills**  Themed activities linked to the development of controlled movements:  Travel with some control and coordination.  Use large muscle movements to paint and make marks.  Remember sequences and patterns of movement related to rhythm/music  Stop, start, pause, prepare for and anticipate movement in a variety of situations.  Participate in a variety of agility-based activities moving and controlling objects.  Is reliably dry throughout the day.  Has access to a range of large and small equipment.  N – GM - Continue to develop their movement, balancing, riding and ball skills.  Go up steps and stairs, or climb up apparatus, using alternative feet.  Skip, hop, stand on one leg, hold a pose for a game like musical statues.  Use large muscle movements to wave flags and streamers, paint and make marks.  Start taking part in some group activities, which they make up for themselves, or in teams.  Increasingly able to use and remember sequences and patterns of movement related to music and rhythm.  Match developing physical skills to tasks  Choose the right resources to carry out their own plan.  Collaborate with others to manage large items.  Most but not all chd are reliably dry during the day by 4.  N – FM - Use one-handed equipment for example, making snips in paper with scissors.  Use a comfortable grip with good control when holding pens and pencils.  Start to eat independently and learning how to use a knife and fork.  Show a preference for a dominant hand.  Be increasingly independent, as they get dressed and undressed.  Be increasingly independent in meeting their own care needs, e.g. using the toilet etc  Make healthy choices about food, drink activity and tooth brushing.  R – GM - Revise and refine fundamental movement skills; roll, crawl, walk, jump, run, hop, skip, climb.  Develop fluent style of moving with control and grace  Develop overall body strength, coordination, balance and agility – in dance gymnastics, sport.  Use their core muscle strength to achieve good posture -sitting.  Combine movements with ease and fluency.  Confidently use a range of small and large equipment – indoors outdoors alone and as a grp.  Develop a range of ball skills with confidence and accuracy – throw, catch, kick, pass, bat, aim.  Know about physical factors that support wellbeing – physical activity, healthy eating, tooth brushing, screen time, sleep, road safety.  Develop skills to manage the school day – lining up, queuing, mealtimes, personal hygiene.  R – FM - Develop small motor skills so they can use a range of tools competently and safely – pencils, scissors, cutlery.  Develop foundations of a handwriting style, which is fast accurate and efficient. | - Know different ways to travel – run, hop, skip, jump, walk, jog, march, sprint, roll, crawl, slide.  - Know that negotiating space safely means to find space to work in and avoid others in the area.  - Know how to alter speed and direction when travelling. Know that changing speed and direction, stopping, pausing moving away from others will enable them to negotiate space safely.  - Know how to roll, pass, throw and catch equipment such as different sized balls, hoops, beanbags etc. watching the item, getting hands ready, hold it tight.  - Know how to balance, putting hands out to help, lifting one foot off the floor.  - Know front balance is resting palms and feet on the floor and raising body up to balance parallel to the floor on feet and hands.  - Know reverse balance is placing palms behind hips and raising body up parallel to the floor on palms and heels.  - Know actions can be carried out in different ways using different speeds and body parts – quickly skipping, slowly clapping, quietly rolling etc.  - Know movements can be matched to music, loud/slow = heavy/large movements  Quiet/fast = light/quick movements.  - Know how to match movements to a beat or pulse e.g. clapping/ jumping in time.  - Know how to use ribbon sticks, paintbrushes, chalks, crayons, pencils etc to make straight lines and circles – using straight lines and circular movements.  - Know how to use one handed equipment such as scissors etc.  - Know scissors and other equipment need to be handled carefully to prevent accidents e.g. carry scissors pointing to the floor etc.  -Know how to use cutlery at meal times.  - Know which hand they prefer to use.  - Know how to use buttons and zippers on their coats and clothes.  - Know when they need the toilet to ask and understand why it is important to keep clean and dry - to prevent illness etc.  - Know it is important to have a balanced diet including different food groups.  - Know a few basic foods, considered healthy and unhealthy.  - Know the importance of core strength to sit up straight.  --Know why it is important to keep healthy – so we are not sick, tired etc.  - Know some basic principles of keeping healthy –diet, keeping clean, sleep etc.  - know how to hold a pencil correctly. Developing a tripod grip.  - Know letter shapes a -z. Link phoneme to grapheme a –z.  – Know where letters start and finish and the direction to follow to produce them. Follow an initial model and then progress to independent letter production. | **Body**: Head, neck, shoulders, arms, wrists, hands, fingers, chest, stomach, legs, ankles, feet, brain, heart, lungs, muscles, fat, blood, oxygen.  **Movement**: Walking, marching, jogging, running, sprinting, skipping, hopping, jumping, crawling, rolling, sliding, shuffling, balancing, throwing, catching, kicking, clapping, climbing, travelling, holding, fast, slow, quickly, long, short, light, heavy, backwards, forwards, left, right, next, stop, pause, direction, sideways, front, back, over, under, behind, infront, around, down, up, near, far, opposite, grip, pinch, tripod, finger, thumb.  **Equipment**: Beanbags, range of different sized balls, quoits, hoops, cones, skittles, slides, skipping ropes, ribbon sticks, brushes, chalks, coloured pens, pencils, scissors, hammers, screwdrivers, vices, safety goggles, hi vis jacket,  Outdoor large equipment – large blocks, crates, bikes, tricycles, scooters, den building equipment etc.  **Food**: Carbohydrates, bread, potatoes, pasta, rice, Protein, eggs, meat, fish, nuts, pulses, Dairy, milk, yoghurt, cheese. Fruit and Vegetables, Fats and Sugars, cakes, biscuits, sweets, healthy, unhealthy. | Children should have been exposed to a range of experiences in their F1 setting and at home to support their gross and fine motor skills. They should have had access to a range of equipment and opportunities to develop their motor skills.  N – GM - Continue to develop their movement, balancing, riding and ball skills.  Go up steps and stairs, or climb up apparatus, using alternative feet.  Skip, hop, stand on one leg, hold a pose for a game like musical statues.  Use large muscle movements to wave flags and streamers, paint and make marks.  Start taking part in some group activities, which they make up for themselves, or in teams.  Increasingly able to use and remember sequences and patterns of movement related to music and rhythm.  Match developing physical skills to tasks  Choose the right resources to carry out their own plan.  Collaborate with others to manage large items.  Most but not all chd are reliably dry during the day by 4.  N – FM - Use one-handed equipment for example, making snips in paper with scissors.  Use a comfortable grip with good control when holding pens and pencils.  Start to eat independently and learning how to use a knife and fork.  Show a preference for a dominant hand.  Be increasingly independent, as they get dressed and undressed.  Be increasingly independent in meeting their own care needs, e.g. using the toilet etc  Make healthy choices about food, drink activity and tooth brushing.  **Year 1**  **Physical development**  •To use a range of body parts (feet, hands, stomach, back and bum) to move and respond imaginatively to a variety of stimuli (music, rhymes or poetry).  • Move expressively, confidently and safely in space.  • Know how to use speed (fast and slow), level (high and low) and direction (forwards, backwards and sideways) when creating movements.  • Create and repeat short dances with a clear start, middle and end.  • Perform short routines which include a range of actions (twirls/spins, slides, hops or leaps)  • Copy other children’s actions, describe the movements used by others and talk about how they could be more expressive in dance  • To know a range of expressions, moods and feelings and use a selection in the dance to help complete a story.  • To recognise that breathing changes when dancing and explain that the rate and depth of our breathing has increased because dance is a physical exercise.  **Healthy lifestyles**  • To know that their breathing rate increases during exercise.  • To know that oxygen is found in the blood which is needed to keep exercising and dancing.  • To know that their heartbeat increases during exercise.  • To know and explain that we need to breath in more oxygen when we exercise.  • To know what a cool down is and why one is performed at the end of the lesson. |
| Spr | **Gymnastics/Games**  Explore and develop skills, actions and movements in the following areas: Travelling, Jumping, Balancing, Rocking and rolling  Send and receive a variety of objects with different body parts.  Work with others to control objects in space.  Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways.  To develop confidence in fundamental movements  To experience jumping, sliding, rolling, moving over, under and on apparatus  To develop coordination and gross motor skills  R – GM - Revise and refine fundamental movement skills; roll, crawl, walk, jump, run, hop, skip, climb.  Develop fluent style of moving with control and grace  Develop overall body strength, coordination, balance and agility – in dance gymnastics, sport.  Use their core muscle strength to achieve good posture -sitting.  Combine movements with ease and fluency.  Confidently use a range of small and large equipment – indoors outdoors alone and as a grp.  Develop a range of ball skills with confidence and accuracy – throw, catch, kick, pass, bat, aim.  Know about physical factors that support wellbeing – physical activity, healthy eating, tooth brushing, screen time, sleep, road safety.  Develop skills to manage the school day – lining up, queuing, mealtimes, personal hygiene.  R – FM - Develop small motor skills so they can use a range of tools competently and safely – pencils, scissors, cutlery.  Develop foundations of a handwriting style, which is fast accurate and efficient.  ELG – GM - Negotiate space and obstacles safely, with consideration for themselves and others.  Demonstrate strength, balance and coordination when playing.  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  ELG – FM - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  Use a range of small tools, including scissors, paintbrushes and cutlery.  Begin to show accuracy and care when drawing. | As above plus:  - Know we can move our bodies in different ways to travel e.g. running, skipping, hopping, balancing, jumping, walking, marching, leaping, rolling etc.  - Know how to roll, pass, kick, throw, and catch equipment such as different sized balls, hoops, beanbags.  - Know how to travel safely across a range of equipment – climbing wall, balance beams, tunnels, slides, stepping stones. Holding on to hand grips watching where to place feet etc.  - Know how to work as a team/with others, taking turns to complete activities passing to a partner.  - Know the correct pencil grip – tripod grip between finger and thumb.  - Know how letters are formed – Where each letter starts and finishes and where it sits on the line.  - Know that we need to keep ourselves clean by washing and brushing our teeth etc to stay healthy and prevent illness.  - Know we need to exercise to keep healthy. We need to exercise to strengthen our bodies and muscles including our heart, brain and lungs.    - Know we need our heart to pump blood and oxygen around our bodies. We need our brain to tell our bodies what to do and to help keep us safe. We need our lungs to breathe in oxygen.  - Know we need to sleep to help our bodies rest and grow.    - Know we need to use outdoor workshop tools safely – be aware of others working closely, never raise tools in the air, wear safety goggles to protect eyes, wear hi-vis jacket so we can see and be seen  - Know different food groups; Carbohydrates, Protein, Dairy, Fruit and Vegetables, Fats and Sugars and the importance of keeping hydrated. Chd should know examples of each of these food groups e.g milk/dairy apple/fruit  - Know we can eat some foods which are not healthy e.g. fats and sugars in moderation as part of a balanced diet.  - Know good fats are essential to our bodies functioning  - Know | As above: | N – GM - Continue to develop their movement, balancing, riding and ball skills.  Go up steps and stairs, or climb up apparatus, using alternative feet.  Skip, hop, stand on one leg, hold a pose for a game like musical statues.  Use large muscle movements to wave flags and streamers, paint and make marks.  Start taking part in some group activities, which they make up for themselves, or in teams.  Increasingly able to use and remember sequences and patterns of movement related to music and rhythm.  Match developing physical skills to tasks  Choose the right resources to carry out their own plan.  Collaborate with others to manage large items.  Most but not all chd are reliably dry during the day by 4.  N – FM - Use one-handed equipment for example, making snips in paper with scissors.  Use a comfortable grip with good control when holding pens and pencils.  Start to eat independently and learning how to use a knife and fork.  Show a preference for a dominant hand.  Be increasingly independent, as they get dressed and undressed.  Be increasingly independent in meeting their own care needs, e.g. using the toilet etc  Make healthy choices about food, drink activity and tooth brushing.  R – GM - Revise and refine fundamental movement skills; roll, crawl, walk, jump, run, hop, skip, climb.  Develop fluent style of moving with control and grace  Develop overall body strength, coordination, balance and agility – in dance gymnastics, sport.  Use their core muscle strength to achieve good posture -sitting.  Combine movements with ease and fluency.  Confidently use a range of small and large equipment – indoors outdoors alone and as a grp.  Develop a range of ball skills with confidence and accuracy – throw, catch, kick, pass, bat, aim.  Know about physical factors that support wellbeing – physical activity, healthy eating, tooth brushing, screen time, sleep, road safety.  Develop skills to manage the school day – lining up, queuing, mealtimes, personal hygiene.  R – FM - Develop small motor skills so they can use a range of tools competently and safely – pencils, scissors, cutlery.  Develop foundations of a handwriting style, which is fast accurate and efficient.**Year 1**  **Physical development**  • To respond to instructions e.g. run, jump, skip hop, slide, roll and freeze.  • To perform and develop basic **Gymnastics Shapes.** All children to know how to perform the 5 gymnastic body shapes pike, straddle, straight, star and tuck.  **Pike**  Sit up tall with a straight back, legs stretched out in front, toes pointed and legs tight together. Arms stretched upwards or out to side.  https://lh4.googleusercontent.com/RLl0KZcLqfRfuq3EeiQD9nENS2LZk-X00PkLVofcMyLVKeke2c4RExWDFWF1ezzk366NZ1lZHgVG3bBWgKkT3U9Owq-xDPW0B4YnlnzzYgWXCHrpFJGNtLMCjzFJaffQLsn0IAs  **Straddle**  Sit up tall with a straight back, legs wide apart and separated equally to the left and right, toes pointed with knees facing upwards.  https://lh4.googleusercontent.com/Q0dZxgIq5zWw_WtcI5bojZI0ZXHquhQYecF0Wa31t2qRAy0VbRIHBG2NafUTgt9JSTFMmXXBgmeK5BtfWN8B4Ha658fNt86VUy19GpVLctywRbjNaQeNaqVTD3CrSCOgcW_NNpY  **Straight**  Standing or lying -‐ keep arms up by ears, back flat, legs tensed and together.  https://lh4.googleusercontent.com/_D3zJr8yo6w5gaGZLW9dWPiMX-l8GGTt9XiFMqFsvDyrYY5eAuzzkPSUR9rUQfaZMsODExLNNXQ2pBEIKo35_3NSt2IJ21V01Kw599D8Xz8clAOOFL1z5IgaEwU-BlFbcsNuiDQ  **Star**  Legs and arms apart keeping a flat body.  https://lh4.googleusercontent.com/OngLLmW4P31rj8MmDBFgGh-Hn7XDs6wIHASVM19lxKphqJ42ewe_1gh2f2JHUT2I8pXJv79EDXVnoJotUaPlSA32dARt29is8XvTTDjdGJWIb8gXp-Q3grl0uoFkMyJMGlPrNpk  **Tuck**  Sit with knees bent, knees next to chest, feet pulled in close to bottom, hold each shin with hands.  https://lh5.googleusercontent.com/nV-dHnnNnhfTlCQhK2idrVaNCFJg8vh4AgjauriLDAcorps2DoHyAsDXZWMQFIoH8WFK9LE0Vsg3676K-E-gInIW2tHofU3cGqbe3zF0JvJGRcBL8ecVOmxm4qQTRUWSBP295-s  • To explore different ways of **Travelling.** The children will know how to move in different ways, showing changes in speed (fast and slow), direction and level (standing tall, moving on all fours, moving on their tummy).  • Develop different ways of **Jumping.** Children to apply what they have learnt about the straight and star gymnastic shapes and incorporate them into jumps.  Straight jump                         Star jump  https://lh6.googleusercontent.com/gvAG2yJH8xasdvUBPmrvuWYd3bxjDMNPG6elkTwDC1Rzi4o2JPCYuQ2FXxkGyw_FsoHajCASAnB5hv6Ul6Ckw-p-9WhfiCEzZvha6DduOSzwaFHoW8OrJ-Ndj_ZOUamEIDC0kD8  **Teaching points for jumping**  *Swing arms up to help increase power and height, land on balls of feet (“soft feet”) and bend knees*, *absorb landing through ankle, knees and hips.*  • To perform and explore different **Balances.**  Children to practise individually and should be encouraged to hold their position. All children to know how to perform and develop the following balances  **Front Support** – *Straight line from shoulders to toes  fingers pointing forwards (away from body).*  https://lh6.googleusercontent.com/nzGCxQnZuyrbHO4jIhn-ztwJulKnc6qJJkhgVsZsQl_S8Qd-ZQ5AY27LKn74_8PSH--Sjaa7g5xFTo5JKSkcvS3D0RYzwANLARswk-Wm6vFQSiLc8rbAJcW2Pki7Dc9yhwpMKXo  **Side Support -** *feet together, one arm extended up, push hips away from floor*  https://lh4.googleusercontent.com/OINXSpPg_UUptepOVdGYZEmtHTrM37epBLIPoy3p-BdQ7t9sJUPwC_MhrhK2A3WodVTibYqwM0YROw8mo7WbYzqCFzWu0ODGiEt8BTJBiEBBcQCjBYQ706f6ws6liZvHCQjOd_w  **Rear support** –*Straight line from shoulders to toes, fingers pointing towards feet, toes pointed*  https://lh3.googleusercontent.com/9jdUDpHVcKEnX28SBigNd6abBrxYOGbEp8JhA47358Bh8KjwQiNLz59JOrx3cOIlkQfOp1pchjInSEdqn_3yWFZ6w3B7U-ltp2oXNMf4eeaKQ1S1QWbYcXvLoe0-HgRycegPTDg  • To know how to move from a front support to a rear support with one slow and fluent movement with arms extended upwards as they are turning.  • To perform a range of different rocking actions all of which start in a tuck shape.  **Tuck rocking action** – From a tuck shape, children rock backwards and forwards. Focus on keeping controlled and well balanced. Keep knees tight into ches and chin into chest  **Tucked rock sideways** – start in a tuck shape and rock from side to side.  **Tuck rocking to stand –** as above but ask children to finish in a standing position without using hands. Children can perform 5 rocks to gain momentum and then attempt to stand. Then perform 4 rocks to stand, 3 rocks to stand etc.  • To develop a **forward roll.**  **Children to perform an egg roll before progressing on to a forward roll.**  *Egg roll – start in a tight tucked position on knees, place hands over knees, keep head and knees tucked in, roll sideways and finish on knees.*  https://lh5.googleusercontent.com/594DeOD6qmJSyy6xi6l-y2-Wa_cCYlqeMwzIMESi2S2HA8id81V9vpUuI-OKfWX8-spqfP8F3A3h8N3sfy1VDWz5qGTvUu8PPQD8d6RaTuHXhP2nMAJ3wd5NriCUE5v5glUvBzs  • To perform a forward roll   Starting position straight shape, crouch down into a tuck shape with arms extended out in front. Hands positioned on the mat in front of feet (keep hands close to feet). IMPORTANT: Lift bottom high. Tuck head under and put chin towards chest. Overbalance into roll.  https://lh5.googleusercontent.com/imY-Jpk0litNmnrrof9GQTKsZO34IAomeOfnYkokJD6oy1SqgmA8iMEdxE37q6vRib2KtnHFLIe4Dp61YVW8HUJ9iN49BC2ufxjJeLELCSGh0YbVZb7n4ByV0nz8B4kG5G4IYJY  •Create and perform sequences/routines by linking learnt actions together  •To know how to move apparatus safely  •Copy and describe how others perform.  **The following expectations should be developed throughout the year in all aspects of PE**  **Healthy lifestyles**  • To describe that when they exercise their heart beats faster, their breathing increases and their bodies get hotter.  • Can explain that exercise is important to having a healthy lifestyle.  • Can explain that a healthy lifestyle can make us feel good physically and mentally. |
| Sum | **Fundamental Skills/Games**  Explore and develop the following skills individually, with a partner and as part of a small group: Agility, Balance, Coordination, Throwing, Catching, Jumping and Kicking.  To develop confidence in fundamental movements  To experience jumping, sliding, rolling, moving over, under and on apparatus  To develop coordination and gross motor skills  To learn and refine a variety of shapes, jumps, balances and rolls  To link simple balance, jump and travel actions  R – GM - Revise and refine fundamental movement skills; roll, crawl, walk, jump, run, hop, skip, climb.  Develop fluent style of moving with control and grace  Develop overall body strength, coordination, balance and agility – in dance gymnastics, sport.  Use their core muscle strength to achieve good posture -sitting.  Combine movements with ease and fluency.  Confidently use a range of small and large equipment – indoors outdoors alone and as a grp.  Develop a range of ball skills with confidence and accuracy – throw, catch, kick, pass, bat, aim.  Know about physical factors that support wellbeing – physical activity, healthy eating, tooth brushing, screen time, sleep, road safety.  Develop skills to manage the school day – lining up, queuing, mealtimes, personal hygiene.  R – FM - Develop small motor skills so they can use a range of tools competently and safely – pencils, scissors, cutlery.  Develop foundations of a handwriting style, which is fast accurate and efficient.  ELG – GM - Negotiate space and obstacles safely, with consideration for themselves and others.  Demonstrate strength, balance and coordination when playing.  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  ELG – FM - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  Use a range of small tools, including scissors, paintbrushes and cutlery.  Begin to show accuracy and care when drawing. | - Know how to take turns and work co-operatively in a group – passing, sharing, initially with adult support and later independently -  - Know and use a variety of fundamental movements – jumping, catching, throwing, kicking, rolling, crawling, sliding, balancing, jogging, walking, running, marching, hopping, skipping.  - Know more than one movement can be combined to link movements and travel.  - Know how to use anticlockwise movements when forming some letters – a c d e g o q s. Retrace lines when forming certain letters – b d h m n p q r u y.  -Know some letters are tall letters and some our short letters e.g. t m and should be formed this way.  - Know the role of different food groups to keep us healthy:  Know calcium helps our bones and teeth, Know protein helps us to develop muscle, Know carbohydrates give us energy,  Know fruit and veg provide us with vitamins and minerals,  Know fats and sugars help our bodies to function but we only need small amounts of good fats.  - Know what happens to our bodies when we exercise – know our heart rate increases so more blood and oxygen is pumped around our bodies, We get hot and use our muscles which strengthens them.  - Know how to cross roads safely and the rules we need to follow to do this – Stop, Look, Listen.  - know the importance of technology but that is also important to take a break and to have time away from the screen. | As above | R – GM - Revise and refine fundamental movement skills; roll, crawl, walk, jump, run, hop, skip, climb.  Develop fluent style of moving with control and grace  Develop overall body strength, coordination, balance and agility – in dance gymnastics, sport.  Use their core muscle strength to achieve good posture -sitting.  Combine movements with ease and fluency.  Confidently use a range of small and large equipment – indoors outdoors alone and as a grp.  Develop a range of ball skills with confidence and accuracy – throw, catch, kick, pass, bat, aim.  Know about physical factors that support wellbeing – physical activity, healthy eating, tooth brushing, screen time, sleep, road safety.  Develop skills to manage the school day – lining up, queuing, mealtimes, personal hygiene.  R – FM - Develop small motor skills so they can use a range of tools competently and safely – pencils, scissors, cutlery.  Develop foundations of a handwriting style, which is fast accurate and efficient.  ELG – GM - Negotiate space and obstacles safely, with consideration for themselves and others.  Demonstrate strength, balance and coordination when playing.  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  ELG – FM - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  Use a range of small tools, including scissors, paintbrushes and cutlery.  Begin to show accuracy and care when drawing.  .**Year 1**  **Physical development**  **Agility** - to move with control, changing direction and speed when playing avoiding and chasing games.  • To identify space and move into it when playing chasing and avoiding games.  **Coordination** - To discuss what skills they can use within a game.  • To demonstrate good coordination when using hands to pass a ball around the body.  • To change skills in response to what a partner or opponent is doing.  • To identify good examples of skills and copy them.  • To use hands to bounce a ball with control.  • To identify and use space to their advantage when playing a game.  • To discuss what they have achieved within a game.  **Throwing**  • To accurately throw a ball or bean bag to catch themselves.  • To understand the importance of working together as a team.  • To identify different ideas that are used within a game.  To use an under arm throw to accurately send a ball or bean bag to a partner or at a target.  To defend a target or an area.  To explain what skills and ideas have worked well.  **Catching**  • To receive (rolling and throwing) a ball or bean bag consistently.  • To understand an invasion type game involves attacking the opponent’s area and defending their own.  • To watch a game and describe what is happening or has happened.  To move into a good position to catch or stop a bouncing or non bouncing ball by turning their body towards the ball, tracking the ball with their eyes, gaging the speed and moving into an appropriate space, reaching both hands out and pulling the ball into their body.  To use basic tactics for attacking and defending. To use different ideas they have seen to help them improve within a game.  **Kicking**  To use feet accurately to move a ball around an area.  To know how to score points and that the team or individual with the most points will win.  To explain how practising their skills and playing games can make them feel warmer.  To kick a ball to a partner or at a target with accuracy and control.  **Striking**  To use a racket to move with a ball (on the racket and on the ground).  To make it easier for themselves and their team mates to score.  To understand why they become out of breath during exercise.  **Healthy lifestyles**  • Children know what happens as their body temperature increase. E.g. become sweaty, red face, out of breath and muscles warmed up  • To know that determination can sometimes mean not giving up and trying really hard to win or succeed.  • Children are aware that a cool down does the opposite to a warm up.  • Children to know and explain how their body feels when they are resting. E.g. heart beat is slower, breathing isn’t as heavy and cooler temperature.  •To understand that they can work cooperatively and competitively with a partner.  • To understand and talk about why it is good for them to take part in physical activity.  • To understand that it is good to take part in physical activity because it improves physical and mental health. |

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| EYFS – PSED – Self Regulation, Managing Self and Building Relationships | | | | | |
| F2 | Term | EYFS Coverage | Knowledge Expectations | Vocabulary Expectations | Links to prior/post learning |
| Aut | N – PSED - SR  Select and use activities and resources, with help when needed.  Develop their sense of responsibility and membership of a community.  Help to find solutions to conflicts and rivalries.  Increasingly follow rules, understanding why they are important.  Do not always need an adult to remind them of a rule.  Develop appropriate ways of being assertive.  Talk with others to solve conflicts.  Talk about their feelings using words like happy, sad, angry or worried.  Can the chd settle at some activities for a while?  MS  Show more confidence in new social situations.  BR  Become more outgoing with unfamiliar people, in the safe context of their setting.  Play with one or more other children, extending and elaborating play ideas.  Begin to understand how others may be feeling.  Around 3, can sometimes manage to share, take turns with others, with adult guidance, understanding yours and mine.  Around the age of 4, plays alongside others or do they always want to play alone.  Takes part in familiar pretend play –for example pretending to be mummy or daddy.  Take part in other pretend play with different roles – Gruffalo for example.  Can generally negotiate solutions to conflicts in play.  R – PSED –  SR  Express feelings and consider the feelings of others.  Identify and moderate their own feelings socially and emotionally.  Manage their own needs – good hygiene, healthy foods etc.  MS  See themselves as valuable individuals.  Show resilience and perseverance in the face of challenge.  BR  Build constructive and respectful relationships.  Think about the perspective of others – talk about feelings of character in story  All about me (individual liberty)  - Working with others (respect and tolerance)  - Rules for our classroom (democracy)  - How am I feeling? (spiritual)  - Our Behaviour Code - (respect and tolerance)  -Joining in with customs and routines (respect and tolerance) (cultural)  - Caring for living things and the environment (moral)  - What is the same/different? (respect and tolerance)  - Building resilience | - Know other children can add to play when included.  - Know that children will only join activities when they demonstrate friendly behaviour e.g. ask them or offer equipment.  - Know they can talk to others to keep play going and need to offer responses to others.  - Use a range of strategies to resolve conflict, Ask an adult for help, discuss it together, ask a friend for help.  - Know about their own family and be secure discussing them freely e,g family members Mum/dad/siblings/ grandparents pets etc.  - Know about different family situations e.g. stepparents, adoption, mixed families etc.  - Know who to ask for support when they are unable to complete a task e.g. peers and adults in the setting.  - Know about a range of feelings – Happy, Sad, Angry, Confused, Tired, Lonely, Shy, Embarrassed etc and how these feelings may present physically in others e.g. smiling, crying, frowning, blushing etc.  -Know different situations may elicit different feelings in different people and be sensitive to this e.g. talking to the whole class may make some chd happy and some chd embarrassed.  - Know others need to use equipment and they will need to share with others fairly – e.g taking turns with scissors and glue during a group activity.  - Know they cannot always have the things they want or want to do instantly and the reasons for this (as appropriate to the situation).  -Know the behavioural expectations of the setting e.g. class rules, sitting, listening, taking turns, kind hands etc. | Play, playing, others, children, individual, alone, group, friendly, unfriendly, behaviour, actions, conversation, talking, listening, relationships, friends, friendship. Kind, unkind, praise, positive, negative, confident, understanding, unfamiliar, familiar, communication, sharing, turn taking, waiting, patience, home, family, feelings, happy, sad, angry, worried, embarrassed, shy, glad, excited, scared etc.  Needs, wants, opinions, interests, adapt, change, learn, support, routines, knowledge, questions, resolve, resolution, conflict, reaction, dispute, argue, solution, tolerance, tolerate, intolerance, compromise, abilities, strengths, weakness, boundaries, rules, expectations, behaviour, co-operation, teamwork, relationships, new, like, dislike, why, how, what, when, where, who, skill, talent, unique, special, individual help, support, assistance, emotional, physical, respect, resilience, resourceful, reflective, responsible, responsive, care, consideration, comfort, support, reasoning, explanation, | Children should have been exposed to a range of experiences in their F1 setting and at home to support their personal, social and emotional development. They should have had access to a range of opportunities to talk about and develop these skills with adults and their peers.  N – PSED - SR  Select and use activities and resources, with help when needed.  Develop their sense of responsibility and membership of a community.  Help to find solutions to conflicts and rivalries.  Increasingly follow rules, understanding why they are important.  Do not always need an adult to remind them of a rule.  Develop appropriate ways of being assertive.  Talk with others to solve conflicts.  Talk about their feelings using words like happy, sad, angry or worried.  Can the chd settle at some activities for a while?  MS  Show more confidence in new social situations.  BR  Become more outgoing with unfamiliar people, in the safe context of their setting.  Play with one or more other children, extending and elaborating play ideas.  Begin to understand how others may be feeling.  Around 3, can sometimes manage to share, take turns with others, with adult guidance, understanding yours and mine.  Around the age of 4, plays alongside others or do they always want to play alone.  Takes part in familiar pretend play –for example pretending to be mummy or daddy.  Take part in other pretend play with different roles – Gruffalo for example.  Can generally negotiate solutions to conflicts in play  **Developing confidence & responsibility, making the most of their abilities (Autumn 1)**  School Behaviour Code - (respect and tolerance) (relationships)  Class rules/charters (democracy) (relationships)  My role in school (social) (living in the wider world)  Democratic processes (school representatives) (democracy) (relationships)  Groups and communities I belong to (social) (cultural) (relationships) (living in the wider world)  All about me – why am I unique  (individual liberty) (health and wellbeing)  Friendship Week (respect and tolerance) (relationships) (health and wellbeing)  **Active roles as citizens (Autumn 2)**   Similarities and differences  (respect and tolerance) (relationships) (living in the wider world)  Different groups and communities  (respect and tolerance) (cultural) (living in the wider world)  Rights and responsibilities (rule of law) (relationships)  Caring for the environment (moral) (rule of law) (living in the wider world)  Growth Mindset & Resilience (health and wellbeing) |
| Spr | R – PSED –  SR  Express feelings and consider the feelings of others.  Identify and moderate their own feelings socially and emotionally.  Manage their own needs – good hygiene, healthy foods etc.  MS  See themselves as valuable individuals.  Show resilience and perseverance in the face of challenge.  BR  Build constructive and respectful relationships.  Think about the perspective of others – talk about feelings of character in story  ELG – PSED –SR  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  MS  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  Explain the reasons for rules know right from wrong and try to behave accordingly.  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  BR  Work and play cooperatively and take turns with others.  Form positive attachments to adults and friendships with peers.  Show sensitivity to their own and to others’ needs.  - Who helps me? (social)  - Being a team (respect and tolerance) (social)  - Behaviour – how am I responsible?  - Our Behaviour Code - (respect and tolerance)  - How can I help others? (moral)  - Solving problems (respect and tolerance  - Caring for each other  - Building resilience | As above plus:  - Know conversations require turn taking with listening and speaking.  - Know they need to ask questions using appropriate lang e.g. Who, what, where, when, how and why.  - Know they can solve conflict with discussion rather than physically.  - Know what they need and want and how express this clearly and calmly.  - Know their own opinions and interests.  - Know what they are good at and why e.g. swimming because I go to swimming lessons.  - Know that their actions have an effect on others e.g. saying unkind things makes other children sad.  - Know how to offer comfort to someone who is upset e.g. playing with them when they are alone.  - Know they need to set goals in their learning- what they want to achieve  - Know they need to focus their attention on others when they are given instructions.  - know they have to keep trying when things go wrong and adapt their work accordingly.  - Know **respect** means showing you value **a person,** a **personal quality or ability.**  - Know **resilience** means the ability to cope, adapt and continue when things go wrong.    - Know **responsibility** means when you are in charge of something/someone.  - Know that **resourceful** means you are good at finding ways to solve problems.  - Know that **responsive** means to react to people or events etc.  - Know that **reflective** means to think about something in order to develop and improve it. | As above plus:  Healthy, unhealthy, clean, dirty, ill, germs, Immune system, diet, food groups, carbohydrates, dairy, fruit and vegetables, fats and sugars, proteins, sleep, hydrated, dehydrated, exercise, positive attitudes, mental health, routines, morning, daytime, evening, night time, meal times, etc. | N – PSED - SR  Select and use activities and resources, with help when needed.  Develop their sense of responsibility and membership of a community.  Help to find solutions to conflicts and rivalries.  Increasingly follow rules, understanding why they are important.  Do not always need an adult to remind them of a rule.  Develop appropriate ways of being assertive.  Talk with others to solve conflicts.  Talk about their feelings using words like happy, sad, angry or worried.  Can the chd settle at some activities for a while?  MS  Show more confidence in new social situations.  BR  Become more outgoing with unfamiliar people, in the safe context of their setting.  Play with one or more other children, extending and elaborating play ideas.  Begin to understand how others may be feeling.  Around 3, can sometimes manage to share, take turns with others, with adult guidance, understanding yours and mine.  Around the age of 4, plays alongside others or do they always want to play alone.  Takes part in familiar pretend play –for example pretending to be mummy or daddy.  Take part in other pretend play with different roles – Gruffalo for example.  Can generally negotiate solutions to conflicts in play.  R – PSED –  SR  Express feelings and consider the feelings of others.  Identify and moderate their own feelings socially and emotionally.  Manage their own needs – good hygiene, healthy foods etc.  MS  See themselves as valuable individuals.  Show resilience and perseverance in the face of challenge.  BR  Build constructive and respectful relationships.  Think about the perspective of others – talk about feelings of character in story  **Developing good relationships and respecting others (Spring 1)**  Feelings  (spiritual) (health and wellbeing)  Fair/unfair behaviour (moral) (relationships)   Negotiating and working collaboratively (democracy) (relationships)  People who are special to me (spiritual) (relationships)  Kind/unkind behaviour (moral) (relationships)  Personal space – what is acceptable/unacceptable behaviour to others (individual liberty) (health and wellbeing)  Our Behaviour Code - (respect and tolerance) (relationships)  **Developing good relationships and respecting others (Spring 2)**  Secrets and surprises (individual liberty) (relationships)  How does my behaviour affect others? (moral) (relationships)   How are we the same/different? (respect and tolerance) (cultural)  (living in the wider world)  How to keep people safe (bodies / feelings) (respect and tolerance) (moral) (health and wellbeing)  Anti-bullying (what is bullying and who to speak to) (individual liberty) (health and wellbeing)  Growth Mindset & Resilience(health and wellbeing) |
| Sum | ELG – PSED –SR  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  MS  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  Explain the reasons for rules know right from wrong and try to behave accordingly.  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  BR  Work and play cooperatively and take turns with others.  Form positive attachments to adults and friendships with peers.  Show sensitivity to their own and to others’ needs.  - How do I stay healthy? (individual liberty)  - What is my day like? (routines etc...) (individual liberty) ‘Our Day’ SRE lesson 1  - Looking after myself (individual liberty) ‘Keeping Our selves Clean’ SRE lesson 2  - who looks after us? ‘Families’ SRE lesson 3  - Our Behaviour Code - (respect and tolerance)  - Keeping safe (road safety, around the school, stranger danger etc.) (rule of law)  - What is my important information (name, where do I live etc...?)  - Transition to Y1 (social)  Building resilience | As above plus:  - know instructions often have more than one part and they must follow all of the instructions.  - Know ways to stay healthy e.g. Healthy diet and food groups, rest and sleep, hydration, exercise, positive attitudes.  - Know about daily routines e.g. get up, breakfast, go to school, playtime, learning, lunchtime, home time, meal times, evening routines, bath, shower, brush teeth, bed.  - Know how to keep ourselves clean e.g. handwashing, shower, bath, soap, water, toothpaste, tooth brushing, hair brushing, toileting.  - Know about germs and the effect they have on our body e.g. germs make us sick and attack our immune system.  - Know that washing our hands and keeping clean helps to get rid of germs and keep us healthy. | As above: | R – PSED –  SR  Express feelings and consider the feelings of others.  Identify and moderate their own feelings socially and emotionally.  Manage their own needs – good hygiene, healthy foods etc.  MS  See themselves as valuable individuals.  Show resilience and perseverance in the face of challenge.  BR  Build constructive and respectful relationships.  Think about the perspective of others – talk about feelings of character in story  ELG – PSED –SR  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  MS  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  Explain the reasons for rules know right from wrong and try to behave accordingly.  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  BR  Work and play cooperatively and take turns with others.  Form positive attachments to adults and friendships with peers.  Show sensitivity to their own and to others’ needs.  - Who helps me? (social)  - Being a team (respect and tolerance) (social)  - Behaviour – how am I responsible?  - Our Behaviour Code - (respect and tolerance)  - How can I help others? (moral)  - Solving problems (respect and tolerance  - Caring for each other  - Building resilience  **Developing a healthy, safe lifestyle (Summer 1)**  What makes me healthy? (individual liberty) (health and wellbeing)  How can I manage my feelings?(social) (moral) (relationships)  Y1 content- Daily routines (teeth, washing etc...) (individual liberty ‘Keeping Clean’ SRE lesson 1(health and wellbeing)  How do our bodies change as we get older?  ‘Growing and changing’ SRE lesson 2- Who looks after us and keeps us safe (family and emergency services)? (social) (individual liberty) (health and wellbeing) ‘Families and Care’ SRE lesson 3  **Developing a healthy, safe lifestyle (Summer 2)**  How can I keep myself safe (road, bikes, online etc...) (rule of law) (health and wellbeing)  What are my responsibilities for keeping myself and other safe? (rule of law) (moral) (relationships)  Y1 content - What can my body do? (individual liberty) (health and wellbeing) ‘Staying Healthy’ DAE lesson 1  Medicines DAE lesson 2  What do I do if I’m unwell? (health and wellbeing) ‘Who gives us medicines’ DAE lesson 3 |

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| EYFS – LITERACY – Comprehension, Word Reading and Writing | | | | | |
| F2 | Term | EYFS Coverage | Knowledge Expectations | Vocabulary Expectations | Links to prior/post learning |
| Aut | N – LITERACY  C  Engage in extended conversations about stories, learning new vocabulary.  WR  Understands print has meaning  Understands print can have different purposes.  Understands we read English text from left to right and top to bottom  Understands the names of the different parts of a book.  Understands page sequencing  Spot and suggest rhymes.  Count or clap syllables in words.  Recognise words with the same initial sound.  W  Use some of their print and letter knowledge in their early writing. E.g. writing m for mummy.  Write some of their name.  Write some letters accurately.  R – LITERACY  C  Re-read books to build confidence in word reading, fluency, understanding and enjoyment.  WR  Read individual letters by saying the sounds for them.  Blend sounds into words, reading short words. – big stamp  Read some letter groups that represent one sound and say the sound for them.  Read a few common exception words from school phonic programme.  Read simple phrases and sentences with known letter sounds and a few exception words.  W  Form lower- case and capital letters correctly.  Spell words by identifying and then writing the sound with letters.  Write short sentences with words with known letters using a capital letter and full stop.  Re-read to check what they have written makes sense.  Phase 1 and 2 phonics (3 where approp) | - Know conversation involves turn taking and making links to a subject.  **- Know symbols have meaning - and recognise print in books as having meaning.**  **- Know words in books carry meaning.**  **- know the different parts of a book, front cover, title, spine, back cover, pages, page numbers, blurb etc.**  **- Know writing can be written or read from left to right, top to bottom.**  - Know that a **character is a person, animal, being, creature, or thing in a story**  **-Know stories have a structure, talk about the beginning, middle, end, setting, characters etc.**  **- Know there are different book categories with focus on fiction and nonfiction.**  - Know that **rhyme** means words that sound the same or similar in their endings. Recognise rhyming words in stories and rhymes.  - Know that **alliteration** is when words start with the same sound. Recognise words starting with the same sound in rhymes and songs.  -Know words are made up of a number of syllables, which can be counted.  **- Know they can make marks and give them meaning – reading back to an adult what they have written.**  **- Know rhyming words can be grouped by their rime to make rhyming strings.**  **- Know rhyming words have different sounds at the beginning onset and the same sound at the end rime.**  **- Recognise the letters of the alphabet their name and sounds. Match each graphemes to its phonemes a – z.**  **- Know which sounds words begin with. Hear the phoneme and link it to the appropriate grapheme.**  **- Know words are made up of individual sounds.**  **- Know they can segment and blend words to read and write - Recognise the sounds in simple words – segmenting and blending vc and cvc words.**  **- Know they can write letters in sequence to communicate meaning/make words.**  **- Know they can write words in sequence to communicate meaning/make captions/sentences.**  **- Know phase 2/3 sounds and words from letters and sounds planning.**  **- Know individual letters have one sound and some letters combine to make one sound – p3 digraphs**  **- Know some words are not phonetically decodable and need to be recognised as tricky words.**  - Know how to use anticlockwise movements when forming some letters – a c d e g o q s. Retrace lines when forming certain letters – b d h m n p q r u y.  -Know some letters are tall letters and some our short letters e.g. t m and should be formed this way.  - Know which letters are descenders and ascenders e.g. g j p q y and b d f h k l t. | Rhyme  Onset  Rime  Alliteration  Sound/Phoneme  Letter/Grapheme  Words  Story  Book  Text  Fiction  Non Fiction  Opening  Character  Setting  Problem  Solution  Beginning/initial  Middle/medial  End/final  Logo  Meaning  Reading  Writing  Alphabet  Individual  Sequence  Name  Label  Caption  Sentence  Verb  Noun  Adjective  Genre  Letter  Note  Story  Information  Lists  Recipes  Cards  Recount  Instructions  Capital letter  Upper case  Lower case  Full stop  Finger space  Specific vocabulary linked to texts and activities. | Children should have been exposed to a range of experiences in their F1 setting and at home to support their literacy skills. They should have had access to a range of equipment, texts, verbal stories/rhymes and opportunities to develop their letter recognition, reading, oral and mark making skills.  N – LITERACY  C  Engage in extended conversations about stories, learning new vocabulary.  WR  Understands print has meaning  Understands print can have different purposes.  Understands we read English text from left to right and top to bottom  Understands the names of the different parts of a book.  Understands page sequencing  Spot and suggest rhymes.  Count or clap syllables in words.  Recognise words with the same initial sound.  W  Use some of their print and letter knowledge in their early writing. E.g. writing m for mummy.  Write some of their name.  Write some letters accurately. |
|  | Spr | R – LITERACY  C  Re-read books to build confidence in word reading, fluency, understanding and enjoyment.  WR  Read individual letters by saying the sounds for them.  Blend sounds into words, reading short words. – big stamp  Read some letter groups that represent one sound and say the sound for them.  Read a few common exception words from school phonic programme.  Read simple phrases and sentences with known letter sounds and a few exception words.  W  Form lower- case and capital letters correctly.  Spell words by identifying and then writing the sound with letters.  Write short sentences with words with known letters using a capital letter and full stop.  Re-read to check what they have written makes sense.  ELG – LITERACY  C  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Anticipate – where appropriate – key events in stories.  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  WR  Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  W  Write recognisable letters, most of which are correctly formed.  Spell words by identifying sounds in them and representing the sounds with a letter or letters.  Write simple phrases and sentences that can be read by others.  Phase 2, 3 and 4 phonics | **- Recognise the p3 digraphs and trigraphs.**  **- Segment and blend phase 2, 3 and 4 words.**    **- Know that stories have openings, settings, characters, problems and solutions.**  **- Know they an ask and answer questions about the books they have read – demonstrating understanding.**  **- Know they can plan a story using the 5 different elements. OSCPS.**  **- Know about features of different genres of writing e.g. letters, notes, stories, facts, lists, cards, recipes, instructions, fiction, non fiction etc**  **- Know which sounds combine to make words. Hear the phonemes and link them to the corresponding graphemes.**  **- Know individual letters have one sound and some letters combine to make one sound – p3, 4, 5 digraphs trigraphs**    **- Know they can segment and blend words to read and write - Recognise the sounds in simple words – segmenting and blending cvc cvcc and ccvc words.e.g. cat, nest, flip.**  **- Know they can write letters in sequence to communicate meaning/make words.**  **- Know they can write words in sequence to communicate meaning/make captions/sentences.**  **- Know words in books can be decoded to read sentences.**  **- Know some words are not phonetically decodable and need to be recognised as tricky words.**  **- Know phase 2/3/4 sounds and words from letters and sounds planning.**  - Know how to use anticlockwise movements when forming some letters – a c d e g o q s. Retrace lines when forming certain letters – b d h m n p q r u y.  -Know some letters are tall letters and some our short letters e.g. t m and should be formed this way.  - Know which letters are descenders and ascenders e.g. g j p q y and b d f h k l t. | As above | N – LITERACY  C  Engage in extended conversations about stories, learning new vocabulary.  WR  Understands print has meaning  Understands print can have different purposes.  Understands we read English text from left to right and top to bottom  Understands the names of the different parts of a book.  Understands page sequencing  Spot and suggest rhymes.  Count or clap syllables in words.  Recognise words with the same initial sound.  W  Use some of their print and letter knowledge in their early writing. E.g. writing m for mummy.  Write some of their name.  Write some letters accurately.  R – LITERACY  C  Re-read books to build confidence in word reading, fluency, understanding and enjoyment.  WR  Read individual letters by saying the sounds for them.  Blend sounds into words, reading short words. – big stamp  Read some letter groups that represent one sound and say the sound for them.  Read a few common exception words from school phonic programme.  Read simple phrases and sentences with known letter sounds and a few exception words.  W  Form lower- case and capital letters correctly.  Spell words by identifying and then writing the sound with letters.  Write short sentences with words with known letters using a capital letter and full stop.  Re-read to check what they have written makes sense.  Phase 1 and 2 phonics (3 where approp) |
| Sum | ELG – LITERACY  C  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Anticipate – where appropriate – key events in stories.  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  WR  Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  W  Write recognisable letters, most of which are correctly formed.  Spell words by identifying sounds in them and representing the sounds with a letter or letters.  Write simple phrases and sentences that can be read by others.  Phase 3,4 and 5 phonics | **- Segment and blend phase 2, 3, 4 and 5 words.**  **- Know which sounds combine to make words. Hear the phonemes and link them to the corresponding graphemes.**  **- Know individual letters have one sound and some letters combine to make one sound – p3, 4, 5 digraphs trigraphs**  **- Recognise the sounds in simple words – segmenting and blending cvc cvcc and ccvc words.e.g. cat, nest, flip.**  **- Know they can write letters in sequence to communicate meaning/make words.**  **- Know they can write words in sequence to communicate meaning/make captions/sentences.**  **- Know words in books can be decoded to read sentences.**    **- Know some words are not phonetically decodable and need to be recognised as tricky words.**  - Know how to use anticlockwise movements when forming some letters – a c d e g o q s. Retrace lines when forming certain letters – b d h m n p q r u y.  -Know some letters are tall  letters and some our short letters e.g. t m and should be formed this way.  - Know which letters are descenders and ascenders e.g. g j p q y and b d f h k l t.  **- Know phase 2/3/4/5 sounds and words from letters and sounds planning.** | As above | R – LITERACY  C  Re-read books to build confidence in word reading, fluency, understanding and enjoyment.  WR  Read individual letters by saying the sounds for them.  Blend sounds into words, reading short words. – big stamp  Read some letter groups that represent one sound and say the sound for them.  Read a few common exception words from school phonic programme.  Read simple phrases and sentences with known letter sounds and a few exception words.  W  Form lower- case and capital letters correctly.  Spell words by identifying and then writing the sound with letters.  Write short sentences with words with known letters using a capital letter and full stop.  Re-read to check what they have written makes sense.  ELG – LITERACY  C  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Anticipate – where appropriate – key events in stories.  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  WR  Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  W  Write recognisable letters, most of which are correctly formed.  Spell words by identifying sounds in them and representing the sounds with a letter or letters.  Write simple phrases and sentences that can be read by others.  Phase 2, 3 and 4 phonics |

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| EYFS – MATH – Number and Numerical Patterns | | | | | |
| F2 | Term | EYFS Coverage | Knowledge Expectations | Vocabulary Expectations | Links to prior/post learning |
| Aut | N – MATHS  N  Fast recognition of up to 3 objects -subitising.  Recite numbers past 5.  Say one number for each item in order: 1,2,3,4,5.  Know the last number reached when counting many there are in total - Cardinal principle.  Show finger numbers up to 5.  Link numerals and amounts.  Experiment with their own symbols and marks as well as numerals.  Solve real world mathematical problems with numbers up to 5.  Compare quantities using language: more than, fewer than.  NP  Talk about and explore 2d and 3d shapes using informal language: sides, corners, flat etc.  Understand position through words alone with no pointing.  Describe a familiar route.  Discuss routes and locations, using words like in front of and behind.  Make comparisons between objects relating to size, length, weight and capacity.  Combine shapes to make new ones.  Talk about and identify the patterns around them. e.g. designs on clothes  Extend and create ABAB patterns – stick leaf stick leaf.  Notice and correct an error in a repeating pattern.  Describe a sequence of events, real or fictional, using words such as first, then  R – MATHS  N -Count objects, actions and sounds.  Subitise.  Link the number symbol (numeral) with its cardinal number value.  Count beyond 10 – verbally beyond 20.  Compare numbers.  - more, less, fewer, equal to, distribute evenly.  Understand the 1 more, 1 less than relationship between consecutive numbers.  Explore the composition of numbers to 10. – Partitioning and recombining.  Automatically recall number bonds for numbers 0 - 10.  NP  Select, rotate and manipulate shapes in order to develop spatial reasoning skills.  Compose and decompose shapes – so that chd can rec a shape can have other shapes within it just like numbers can.  Continue copy and create repeating patterns.  Compare length, width and capacity.- use comparative lang. | - To recognise and name numerals 0-10  - Know the value for each number 0- 10  - Know the order of the numbers 0-10  - To be able to subitise up to 3 then 5 objects.  To understand the cardinal principle – the last number they count is the total number.  - Know they can represent numbers with pictures, marks, fingers.  - Know how to solve problems using real life example up to 5.  - Know and use the language; more, less, greater, fewer and the same when comparing numbers/objects 0 – 10 e.g. 6 is fewer than 8 because 8 is 2 more than 6.  - Know 1 more or 1 less than numbers to 5.  -Know that a pattern is a set of things (objects/numbers/shapes) arranged following a rule e.g red, blue, red, blue.  -Know how to copy an create simple repeated patterns ABAB  - Recognise and correct errors in simple patterns.    - Know **height** is the distance from the base to the top of an object.  -Know **length** is the measurement of the longest side of an object.  - Know **width** is the measurement from side to side; how wide an object is.  - Know **depth** is the measurement from top to bottom or from front to back; how; how deep an object is.  - Know **weight** is how heavy something is. The **downward force caused by gravity on an object**. Weight and Mass are different things.M**ass** is actually the amount of matter measured by how much something weighs.  - Know **capacity** is the amount something can hold. Usually measured in **volume** which is the amount of space something takes up.  - Know items can be ordered from the largest to the smallest etc.be able to order 2/3 items by height, length, weight and capacity.  **-Know positional language** refers to the place where something or someone is e.g. behind, infront, next to.  - Know the different times of day- Morning, Afternoon, Evening and Night time.  - Know different activities take place at different times of day. E.g. sequencing daily routine – we eat breakfast in the morning and go to bed in the evening.  - Know how to sequence events and describe using words such as first and then.  - Know 2d shapes are flat shapes. They have height and width but no depth.  - Know and name 2d shapes – circle, semi-circle, triangle, square, rectangle, pentagon, hexagon. Heptagon, octagon.  - Know features of 2d shapes; number of straight or curved sides, corners/points/vertices e.g. a triangle has 3 straight sides and 3 corner points.  - Know 3d shapes have height, width and depth. We can see all their faces.  - Know and name 3d shapes – sphere, cone, cube, cuboid, cylinder.  - Know the features of 3d shapes; faces, edges and vertices/corners e.g a cube has 8 vertices, 12 straight edges and 6 square faces.  - Recognise 2d and 3d shapes in real life objects e.g. a piece of paper is a rectangle, the clock is a circle.  - Know number bonds are pairs of numbers which add up to a certain **number.**  **- Know numbers are made up of other numbers. e.g. 2 and 2 make 4.**  **- Count verbally to 10 and then to 20.** | Number names 0 -10  None  Value  Amount  Represent  Marks/Pictures  Counting objects  Big(est/er)  Little(est/er)  Small(est/er)  Large(est/er)  Heavy (est/er)  Light(est/er)  More  Less  Greater  Fewer  Different  Same  Equal  Compare  Shape  Features  Circle, semi-circle, rectangle, triangle, square, pentagon, hexagon, heptagon, sphere, cube, cuboid, cone, cylinder.  Sides, edges, faces, corners, points, vertices, straight, curved, round.  Measure  Container  Height  Length  Width  Depth  Weight  Mass  Capacity  Volume  5 Frame  Money  Coins  1 pence  2 pence  5 pence  Worth  Addition  Combine  Altogether  How many  Subtraction  Taking away  Double  Half  Subitising  Recognise  Pattern  Number pairs  Behind, infront, next to, on top, beneath, under, far, near  Forward  Backward  Stopping number  Total  Whole  Part  Make  Sequence  Order  Morning  Midday  Afternoon  Evening  Lunchtime  Playtime  Yesterday  Today  Tomorrow  Days of the week – names  Months of the year – names  birthdays  old, older, oldest new, newer, newest takes longer, takes less time hour, o’clock clock, watch, hands  money coin penny, pence, pound price, cost buy, sell spend, spent pay | Children should have been given the opportunity to explore number, shape, patterns and measure in their F1 setting and at home. They should have had access to a range of equipment and experiences to investigate number, shape and measure.  N – MATHS  N  Fast recognition of up to 3 objects -subitising.  Recite numbers past 5.  Say one number for each item in order: 1,2,3,4,5.  Know the last number reached when counting many there are in total - Cardinal principle.  Show finger numbers up to 5.  Link numerals and amounts.  Experiment with their own symbols and marks as well as numerals.  Solve real world mathematical problems with numbers up to 5.  Compare quantities using language: more than, fewer than.  NP  Talk about and explore 2d and 3d shapes using informal language: sides, corners, flat etc.  Understand position through words alone with no pointing.  Describe a familiar route.  Discuss routes and locations, using words like in front of and behind.  Make comparisons between objects relating to size, length, weight and capacity.  Combine shapes to make new ones.  Talk about and identify the patterns around them. e.g. designs on clothes  Extend and create ABAB patterns – stick leaf stick leaf.  Notice and correct an error in a repeating pattern.  Describe a sequence of events, real or fictional, using words such as first, then |
| Spr | R – MATHS  N -Count objects, actions and sounds.  Subitise.  Link the number symbol (numeral) with its cardinal number value.  Count beyond 10 – verbally beyond 20.  Compare numbers.  - more, less, fewer, equal to, distribute evenly.  Understand the 1 more, 1 less than relationship between consecutive numbers.  Explore the composition of numbers to 10. – Partitioning and recombining.  Automatically recall number bonds for numbers 0 - 10.  NP  Select, rotate and manipulate shapes in order to develop spatial reasoning skills.  Compose and decompose shapes – so that chd can rec a shape can have other shapes within it just like numbers can.  Continue copy and create repeating patterns.  Compare length, width and capacity.- use comparative lang.  ELG - MATHS  N  Have a deep understanding of number to 10, including the composition of each number;  Subitise (recognise quantities without counting) up to 5;  Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  NP  Verbally count beyond 20, recognising the pattern of the counting system.  Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | As above plus:  - To recognise and name numerals 0-20.  - Know the value for each number 0-20  - Know the order of the numbers 0-20.  - Know how many items are there without counting – subitising to 10.  - Know estimation is finding a value that is close enough to the right answer, usually with some thought or calculation involved. A guess using the information we already know.  - Know how to share amounts equally.  - Begin to know which numbers can be combined and partitioned to 5/10.  - Begin to automatically recall all the pairs of numbers which make 5/10.  - Know shapes can be rotated by a number of turns.  - Know some shaps can be made up of other shapes – e.g. two triangles make a square.  - Know even numbers are numbers that can be divided into two equal groups.  - Know an **odd number is a number that cannot be divided into two equal groups.**  - Know how to verbally count beyond 20. | As above plus:  Number names 0-20  Estimate  Guess  Number Line  Number track  Ten Frame  Counting on  Counting back  Odd  Even  Teen numbers | N – MATHS  N  Fast recognition of up to 3 objects -subitising.  Recite numbers past 5.  Say one number for each item in order: 1,2,3,4,5.  Know the last number reached when counting many there are in total - Cardinal principle.  Show finger numbers up to 5.  Link numerals and amounts.  Experiment with their own symbols and marks as well as numerals.  Solve real world mathematical problems with numbers up to 5.  Compare quantities using language: more than, fewer than.  NP  Talk about and explore 2d and 3d shapes using informal language: sides, corners, flat etc.  Understand position through words alone with no pointing.  Describe a familiar route.  Discuss routes and locations, using words like in front of and behind.  Make comparisons between objects relating to size, length, weight and capacity.  Combine shapes to make new ones.  Talk about and identify the patterns around them. e.g. designs on clothes  Extend and create ABAB patterns – stick leaf stick leaf.  Notice and correct an error in a repeating pattern.  Describe a sequence of events, real or fictional, using words such as first, then  R – MATHS  N -Count objects, actions and sounds.  Subitise.  Link the number symbol (numeral) with its cardinal number value.  Count beyond 10 – verbally beyond 20.  Compare numbers.  - more, less, fewer, equal to, distribute evenly.  Understand the 1 more, 1 less than relationship between consecutive numbers.  Explore the composition of numbers to 10. – Partitioning and recombining.  Automatically recall number bonds for numbers 0 - 10.  NP  Select, rotate and manipulate shapes in order to develop spatial reasoning skills.  Compose and decompose shapes – so that chd can rec a shape can have other shapes within it just like numbers can.  Continue copy and create repeating patterns.  Compare length, width and capacity.- use comparative lang. |
| Sum | R – MATHS  N -Count objects, actions and sounds.  Subitise.  Link the number symbol (numeral) with its cardinal number value.  Count beyond 10 – verbally beyond 20.  Compare numbers.  - more, less, fewer, equal to, distribute evenly.  Understand the 1 more, 1 less than relationship between consecutive numbers.  Explore the composition of numbers to 10. – Partitioning and recombining.  Automatically recall number bonds for numbers 0 - 10.  NP  Select, rotate and manipulate shapes in order to develop spatial reasoning skills.  Compose and decompose shapes – so that chd can rec a shape can have other shapes within it just like numbers can.  Continue copy and create repeating patterns.  Compare length, width and capacity.- use comparative lang.  ELG - MATHS  N  Have a deep understanding of number to 10, including the composition of each number;  Subitise (recognise quantities without counting) up to 5;  Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  NP  Verbally count beyond 20, recognising the pattern of the counting system.  Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | As above plus:  - To recognise and name numerals beyond 20.  - Know and automatically recall number bonds to 5/10  - Know the difference between even and odd numbers and recognise the patterns they find.  - Know double facts for numbers to 10.  - Know how to distribute quantities evenly, sharing them into two equal groups.  - Know half of numbers to 10. | As above plus:  Number names beyond 20 | R – MATHS  N -Count objects, actions and sounds.  Subitise.  Link the number symbol (numeral) with its cardinal number value.  Count beyond 10 – verbally beyond 20.  Compare numbers.  - more, less, fewer, equal to, distribute evenly.  Understand the 1 more, 1 less than relationship between consecutive numbers.  Explore the composition of numbers to 10. – Partitioning and recombining.  Automatically recall number bonds for numbers 0 - 10.  NP  Select, rotate and manipulate shapes in order to develop spatial reasoning skills.  Compose and decompose shapes – so that chd can rec a shape can have other shapes within it just like numbers can.  Continue copy and create repeating patterns.  Compare length, width and capacity.- use comparative lang.  ELG - MATHS  N  Have a deep understanding of number to 10, including the composition of each number;  Subitise (recognise quantities without counting) up to 5;  Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  NP  Verbally count beyond 20, recognising the pattern of the counting system.  Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |

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| EYFS – UNDERSTANDING THE WORLD – Past and Present, People, Culture and Communities and The Natural World | | | | | |
| F2 | Term | EYFS Coverage | Knowledge Expectations | Vocabulary Expectations | Links to prior/post learning |
| Aut | N - UW  PP  Begin to make sense of their own life story and family’s history.  PCC  Shows an interest in different occupations.  Explore how things work.  Continue to develop positive attitudes about the differences between people.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  NW  Use all their senses in hands on exploration of natural materials.  Explore collections of materials with similar or different properties.  Talk about what they see using a wide vocabulary  Plant seeds and care for growing plants.  Understand the key features of the life cycle of a plant and animal.  Begin to understand the need to respect and care for the environment and living things.  Explore and talk about different forces they can feel.  Talk about the differences between materials and changes they notice.  R – UW -  PP  Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past.  PCC  Talk about immediate members of their own family and community. - family  Name and describe people who are familiar to them. - community  Draw information from a simple map.  Understand some places are special to members of their community.  Recognise people have different beliefs and celebrate special times in different ways.  Recognises some similarities and differences between life in this country and other countries.  NW  Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  Recognise some environments that are different to the one in which they live.  Understand the effect of the changing seasons on the natural world around them  **RE** Why is the word God important to Christians/A Muslim whispering Allah in a baby’s ear.  Why do Christians perform nativity plays at Christmas? Sequence Christmas story.  A Muslim Story Muhammed and the Ants. | - Knows about familiar people – family members and their roles at home and in the wider world e.g. Mum/dad/siblings/aunts/uncles/cousins/grandparents/ step parents and siblings.  - Know lots of families are made up of lots of different people and situations e.g. step siblings adopted children step parents etc.  - Know families have different routines and relationships.  - Knows about special events they celebrate at home; birthdays, Halloween, Christmas, christenings, weddings etc.  - Knows about the jobs different people in their family have and talk about them.  - Know we live in a country called the United Kingdom.  - Know and name some of the different countries in the world.  - Know there are lots of different jobs in the wider world e.g. doctor, police, firefighters, teachers, hairdressers, footballers, vets, dancers, artists, chefs etc.  - Know that other people don’t always have the same celebrations as them. That lots of people have different celebrations e.g. CNY, Divali, Easter. Eid, Ramadam etc.  - Know that some customs/celebrations have similarities and differences e.g. Divali, CNY and Bonfire Night all have special food and fireworks.  - Use their senses to explore natural objects, talking about feel, scent, texture, colour etc.  - Know the features of the world around them – e.g. school grounds, their house, route to school, nearby local features beach, lighthouse, parks.  - Know there are differences in different environments New Brighton is by the sea and has big hills and seagulls and crabs and a sandy beach. The African savannah is flat. It has lots of grass and very little water most of the year, it has elephants and lions.  - Know about growth and decay in living things – that plant needs water and light to survive and will wither and die without them. That food; fruit, vegetables, bread, yoghurt etc will start to rot and decay due to **micro-organisms such as bacteria, yeasts and fungi feeding on the fruit and breaking** it down.  - Know in order for living things to survive they need air, water, food, light, shelter.  - Know some objects are sources of light e.g. lamp, candle, torch, lightbulb, lightening. But other objects reflect light e.g. mirror, window.  - Know some materials allow light to pass through and others don’t. Transparent objects let light pass through them, whereas opaque objects don’t. Translucent materials allow some light to pass through but not enough to make images clear.  - Know they need to use how, why where, what, when and who questions to find out about the world around them.    - Know about people from the past who are important historical figures.  - Know about the Hindu festival of Divali – special food, Rama and Sita story, diva lamps, rangoli patterns, mendhi designs, shadow puppets.  - Know the word God is important to Christians because of Christians belief that the universe is not random but the creation of a holy God, who designed and gave life and purpose to our world. ‘God’ is therefore an important and significant name for believers, not an interjection or swear-word.  - Know that Christians meet together in a church service, where they learn from the Bible.  - Know that Muslims also think God is important and Muslim families welcome new-born babies by whispering the important Adhan or ‘call to prayer’ in the child’s ear. As the first word of the Adhan is ‘Allah’ or ‘God’, it demonstrates how Muslims want the name of god to be the first word they hear. Some families even feed the baby something sweet to create a memory that God and prayer are something ‘sweet’, to be treasured.  - Know that Christians believe Jesus is Gods son.  - Know Christians perform nativity plays at Christmas because it lays foundations for understanding that Christians believe they encounter God in the historical person of Jesus. They celebrate Jesus’ nativity (birth) because it is the coming of God to earth, not just as a human baby but as God ‘incarnate’ on earth.  - Know the Christmas story of Jesus’ birth.  - Know about the Muslim faith and the story of Muhammed and the ants and that Muhammed cares for all living creatures. | Familiar, unfamiliar, home, house, family, family members, Mum, Dad, brothers, sisters, Grandparents, step parents, step siblings, cousins, aunts, uncles, different, same, differences, similarities, celebrations, customs, birthdays, weddings, christening, naming ceremony, funerals, Easter, Christmas, New Year’s Eve, Halloween, Bonfire Night, Ramadam, Eid, Diwali, Hindu, countries, England, jobs, occupations, community, environments, local, route, features, growth, decay, living, dead, water, air, light, food, shelter, rot, mould, bacteria, moisture, who, what, where, when, why, how, Smartboard, program, ipad, camera, timer, application, Google, internet, Smartboard, touch screen, tap, drag, slide, screen, camera, button, interactive, Rama, Sita, Lakshmana, Hanuman, Ravanna, diva lamps, rangoli, mendhi, God, Christians, Christianity, creation, bible, church, Muslim, Adhan, Allah, nativity, birth, Jesus, Muhammed, materials, light sources, reflection, transparent, opaque, translucent, dark, bright, illuminate. | Children should have been exposed to a range of experiences in their F1 setting and at home to support their Understanding of the World. Real life experiences are essential for the development of these skills.  N - UW  PP  Begin to make sense of their own life story and family’s history.  PCC  Shows an interest in different occupations.  Explore how things work.  Continue to develop positive attitudes about the differences between people.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  NW  Use all their senses in hands on exploration of natural materials.  Explore collections of materials with similar or different properties.  Talk about what they see using a wide vocabulary  Plant seeds and care for growing plants.  Understand the key features of the life cycle of a plant and animal.  Begin to understand the need to respect and care for the environment and living things.  Explore and talk about different forces they can feel.  Talk about the differences between materials and changes they notice.  **Y1 T** Knows how to operate simple equipment  Shows an interest in technological toys  Shows an interest in real technology - cameras  Knows that information can be retrieved from computers  **G Y1 – Local geography including Human and physical features**  -Know what a human geographical feature is - a feature that comes from human actions.  -Know what a physical geographical feature is - a feature that comes from nature.  -Know the human and physical features of the playground and immediate locality using basic geographical vocabulary. Human: tarmac ground, fence, pond, shed, wall pavement and road. Physical: trees, grass, hills.  **RE Y1:**  To know the concept of belonging to a group by knowing reasons why the children belong to different groups such as family, school, class and other groups.  To know the importance of baptism/christening to Christians as being welcomed into God’s family and belonging to both God and the church.  To know what happens during a baptism, where babies or adults are anointed with the sign of the cross using Holy oil and water is poured over their head to represent cleansing from a sinful world. During the infant baptism ceremony: the baby, parents and the godparents are welcomed. ... the parents and godparents take vows, renounce Satan and evil and profess their faith and the faith they want the baby to be brought up in. The Apostles' Creed might be said as a statement of faith. A candle is given to the child to go out as God’s light in the world.  To know why belonging to a church family is important to Christians because they are then part of the worldwide body working together to follow Jesus.  To know that Christmas is a Christian celebration to celebrate the unique birth of Jesus as the Son of God and know that it is celebrated at the same time each year with special church services, decorating the home, special food and gifts exchanged to remember the gifts given to Jesus at his birth.  **SCI Y1:** Materials YR1  • Distinguish between an object and the material from which it is made.  • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.  • Describe the simple physical properties of a variety of everyday materials.  • Compare and group together a variety of everyday materials on the basis of their simple physical properties.  Rocks YR1  • Distinguish between an object and the material from which it is made. (Y1 - Everyday materials)  • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 - Everyday materials)  • Describe the simple physical properties of a variety of everyday materials. (Y1 - Everyday materials)  • Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials  Light  YR1 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 -Animals, including humans)  Year 1 Plants: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees.  Year 1 Living Things and their Habitat: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  • Identify and describe the basic structure of a variety of common flowering plants, including trees. |
| Spr | R – UW -  PP  Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past.  PCC  Talk about immediate members of their own family and community. - family  Name and describe people who are familiar to them. - community  Draw information from a simple map.  Understand some places are special to members of their community.  Recognise people have different beliefs and celebrate special times in different ways.  Recognises some similarities and differences between life in this country and other countries.  NW  Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  Recognise some environments that are different to the one in which they live.  Understand the effect of the changing seasons on the natural world around them  ELG - UW  PP  Talk about the lives of the people around them and their roles in society.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Understand the past through settings, characters and events encountered in books read in class and storytelling.  PCC  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.  NW  Explore the natural world around them, making observations and drawing pictures of animals and plants.  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  **RE** How can we help others when they need it?  A Sikh story – Har Gobind and the 52 princes  Why do Christians put a cross in an Easter Garden?  A Buddhist Story: A Monkey King | As above plus:  - Know that babies can drink milk but need help to control their physical movements and hold their heads up. Toddlers can crawl or walk and eat some real food but are very messy and still need lots of help. Children can eat real food and run and jump etc. Teenagers are growing and changing really fast. Adults have grown up form babies and are fully grown. Old people begin to move more slowly and sometimes need help with their hearing and sight.  - Know in the past they were a baby and a toddler and now they are a child.  - Know they will grow into a teenager and an adult and will grow old.  -Know all children have their own interests.  - Know some children will like the same thing e.g. some will like football and other children will like different things such as dancing instead of football.  - Know how our environment changes in different seasons – Autumn the leaves fall off the tress and the weather is colder. Winter the trees are bar and it gets cold and sometimes snows. Spring buds appear on the trees the weather gets warmer and wet and plants and animals start to grow/be born. Summer the weather is warm and we can play out, all the flowers and plants have grown.  - Know how some things stay the same e.g. the tree is always there but somethings change e.g. the tree is different in different seasons.  - Know that they share the same physical features as some of their friends e.g. brown hair, blue eyes.  - Know they have physical differences with their friends e.g. they may be taller or shorter, have different colour hair or eyes.  - Know about Chinese New Year celebrations and customs; special food, red envelopes, lanterns, fire crackers, cleaning house, cards, dragon puppets, lion dancing, fortune cookies, the animals race.  - Know features of their local environment, e.g. the school grounds, route to school, the beach, lighthouse, parks they live by.  - Know the features of the world around them – e.g. school grounds, their house, route to school, nearby local features: beach, lighthouse, parks.  - Know that the local environment means the things that are around us.  -know that a route is the way we take from one place to another – such as how we get from home to school.    - know that pictorial representations of our environment and routes are maps.  - Know that maps are usually an aerial view.  - Know that an aerial view is looking down on something.  - Know they need to use how, why where, what, when and who questions to find out about the world around them.  - Know how our environment changes in different seasons – Autumn: the leaves fall off the tress and the weather is colder, Winter: the trees are bare and it gets cold and sometimes snows, Spring: buds appear on the trees the weather gets warmer and wet and plants and animals start to grow/be born, Summer: the weather is warm and we can play out, all the flowers and plants have grown.  -Know how some things stay the same e.g. the tree is always there but somethings change e.g. the tree is different in different seasons.  - Know different materials have different properties – Tissue paper and sponges absorb water, Plastic and metal don’t absorb water.  -Know some materials can be changed – When water gets really cold its freezes and becomes ice, when it is heated again it reverts back to water.  Chocolate is a solid but when we heat it the molecules break down and it becomes a liquid again.  - Know if an object stays on top of the water it floats and if it drops to the bottom it sinks.  - Know **objects with tightly packed molecules are denser and sink**. Objects with more loosely packed molecules are less dense and float.  - Know how we can help others when they need it – identify people who help in our community; teachers, police, firefighters, bus drivers etc and the roles they play.  - Know there are some places that are special to communities – churches where Christians gather to celebrate Sikhs gather at a Gurdwara to celebrate together.  - Know the Christian belief that God came to earth in Jesus, to rescue humans from their failings and wrongs, and to call his followers to love and help all in need just like him. Jesus’ name actually means ‘saviour’ or ‘rescuer’, someone who helps others in real need. Jesus paid the ultimate price by dying for others and, even for humans, helping can be costly and requires collaboration.  - Know stories from Sikh religion – Story of Har Gobind and the 52 princes – how he helped them to escape from prison  - Know why Christians celebrate Eater; Understanding that Christians believe Jesus died on a cross to rescue humanity from the sin which cuts them off from God. Christians believe Jesus was raised from death and offers them forgiveness of sin and new life with him in heaven. The cross symbolises these beliefs.  - Know stories from other religions – A Buddhist story –The Monkey King – a story about kindness. | As above plus:  Baby, newborn, toddler, infant, child, teenager, young adult, grown up, adult, old person, elderly, pensioner, change, grow, past, present, future, interests, opinions, likes, dislikes, favourite, hobbies, clubs, environment, seasons, autumn, winter, spring, summer, weather, colder, warmer, wet, buds, flowers, animals, physical features, code, coding, instructions, beebot, programmable toys, Chinese New Year, lion dance, lucky envelopes, lanterns, fortune cookies, dragons puppets, race, compare, identify, materials, properties, melting, freezing, changing, state, matter, temperature, waterproof, absorbent, float, sink, heavy, light, porous, solid, liquid, molecules, technology, communicate, applications, help, support, kindness, saviour, rescue, need, collaboration, team work, Sikh, Guru, Har Gobind, cross, belief, resurrection, symbol, forgiveness, Buddhist, religion. | N - UW  PP  Begin to make sense of their own life story and family’s history.  PCC  Shows an interest in different occupations.  Explore how things work.  Continue to develop positive attitudes about the differences between people.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  NW  Use all their senses in hands on exploration of natural materials.  Explore collections of materials with similar or different properties.  Talk about what they see using a wide vocabulary  Plant seeds and care for growing plants.  Understand the key features of the life cycle of a plant and animal.  Begin to understand the need to respect and care for the environment and living things.  Explore and talk about different forces they can feel.  Talk about the differences between materials and changes they notice.  R – UW -  PP  Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past.  PCC  Talk about immediate members of their own family and community. - family  Name and describe people who are familiar to them. - community  Draw information from a simple map.  Understand some places are special to members of their community.  Recognise people have different beliefs and celebrate special times in different ways.  Recognises some similarities and differences between life in this country and other countries.  NW  Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  Recognise some environments that are different to the one in which they live.  Understand the effect of the changing seasons on the natural world around them  **RE** Why is God important to Christians/A Muslim whispering Allah in a baby’s ear.  Why do Christians perform nativity plays at Christmas? Sequence Christmas story.  **RE Y1:** To know that the Bible is where Christians learn about God. It is their special book that tells the story of God’s creation of the world and the special coming of His son, Jesus Christ.  To know that the Bible is split into 2 main parts of the Old and New testaments. To know that the New Testament tells the story of Jesus’s birth, teachings and death and the setting up of the early church.  To know the four ‘gospels’ in the New Testament part of the Bible tell the stories of Jesus, God’s Son, who Christians believe came to earth to save the world from sin.  To know that Jesus told stories, parables, to teach people how they should live and demonstrate the love and forgiveness of God, which they should show to others.  To know the parable of the Lost sheep, which teaches Christians that they are special and precious to God.  To know the parable of the Prodigal Son, which teaches about how God forgives and also how Christians should forgive each other.  To know the parable of the Good Samarian which shows Christians how to show love and compassion to others.  **T: Y1** U**nplugged programming activities** to introduce concept and programmable toys such as Bee Bots.  Know that algorithms are the instructions we write for a computer to follow  Know that if you make a mistake, it can be checked and fixed, this is called debugging  **Introduction to programming (unit on Ilearn2)** Apps needed: Code-a-pillar and Lightbot hour of code.  The first steps into programming for younger pupils are learning about sequences and the word algorithm, understanding how putting things in the correct order is vital to something working successfully (robots, traffic lights etc). Children to understand the concept of following instructions to meet an objective. Predict what a set of instructions will achieve. Program simple shapes or directions Make, predict, execute and debug a simple algorithm  **G Y1 – Local geography including human and physical features**  As above  **G Y1 – Seasonal changes**  -Know the seasons (Autumn, Winter, Spring, Summer) – recap features from F2. Autumn – weather gets cooler and leaves fall from trees; Winter: the weather gets cold and it sometimes snows; Spring: plants/flowers start to grow again and trees blossom, the weather gets warmer; Summer; the weather gets much warmer and sometimes hot.  **SCI Y1:** Spring- Health and self care  Animals including humans Y1  • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  Evolution and inheritance Y2  • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. (Y2 - Living things and their habitats)  Sound Y1  • Identify, name, draw and label the basic parts of the human body and say which  part of the body is associated with each sense. (Y1 -Animals, including humans)  The World:  Year 1: Animals, including humans: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  Seasonal change Y1  • Observe changes across the four seasons.  • Observe and describe weather associated with the seasons and how day length varies.  Earth and space Y1  • Observe changes across the four seasons. (Y1 - Seasonal changes)  • Observe and describe weather associated with the seasons and how day length varies. (Y1 - Seasonal changes)  Materials Y1  • Distinguish between an object and the material from which it is made.  • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.  • Describe the simple physical properties of a variety of everyday materials.  • Compare and group together a variety of everyday materials on the basis of their simple physical properties |
| Sum | R – UW -  PP  Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past.  PCC  Talk about immediate members of their own family and community. - family  Name and describe people who are familiar to them. - community  Draw information from a simple map.  Understand some places are special to members of their community.  Recognise people have different beliefs and celebrate special times in different ways.  Recognises some similarities and differences between life in this country and other countries.  NW  Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  Recognise some environments that are different to the one in which they live.  Understand the effect of the changing seasons on the natural world around them  ELG - UW  PP  Talk about the lives of the people around them and their roles in society.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Understand the past through settings, characters and events encountered in books read in class and storytelling.  PCC  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.  NW  Explore the natural world around them, making observations and drawing pictures of animals and plants.  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  **RE** What makes every single person unique and precious?  Hindus celebrating at Raksha Bandhan  How can we care for our wonderful world?  Tu be Shevat: The Jewish birthday of trees. | As above plus:  - Know children have different interest/likes/dislikes and understand this is part of different personalities.  - Know and sequence life cycles of frogs, butterflies, chicks and bean plants.  - Know about the conditions plants need to thrive – light, water, air etc.  - Know different animals live in different environments, identify sea and land creatures and their environments, identify animals that live in hot and cold countries.  - Know Christians believe that all humans are made in the image of God. each an ‘incarnation’, a physical being known and loved by him and are therefore special and unique.  - Know Raksha Bandhan is a Hindu festival for brothers and sisters. It is celebrated in August and celebrates the love between brothers and sisters. The main custom is the giving of a bracelet of woven threads called a rakhi. The rakhi is traditionally given to a brother from his sister. It represents the sister's promise to pray for her brother and the brother's vow to protect his sister. The brother and sister will often exchange gifts as well with the sister typically providing some sweets to eat and the brother giving money. The main custom is the giving of a bracelet of woven threads called a rakhi. The rakhi is traditionally given to a brother from his sister. It represents the sister's promise to pray for her brother and the brother's vow to protect his sister. The brother and sister will often exchange gifts as well with the sister typically providing some sweets to eat and the brother giving money.  - Know that Christians believe humans are a special part of God’s creation and have a God-given responsibility to care for the incredible world we all share.  - Know the creation story, that Christians believe God created the world in seven days.  - Know the Jewish festival Tu B’shevat is to celebrate the birthday of trees. Jewish children eat fruit and plant a new tree. Trees take a long time to grow and act as a reminder that God was there, is there and will be there for our children’s children too. | As above plus:  Personality, character, life cycle, transform, evolve, sequence, start, finish, conditions, live, thrive, survive, land, sea, incarnation, special, unique, Raksha Bandhan, bracelet, rakhi, tradition, promise, creation, Jewsih, Tu B’shevat. | R – UW -  PP  Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past.  PCC  Talk about immediate members of their own family and community. - family  Name and describe people who are familiar to them. - community  Draw information from a simple map.  Understand some places are special to members of their community.  Recognise people have different beliefs and celebrate special times in different ways.  Recognises some similarities and differences between life in this country and other countries.  NW  Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  Recognise some environments that are different to the one in which they live.  Understand the effect of the changing seasons on the natural world around them  ELG - UW  PP  Talk about the lives of the people around them and their roles in society.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Understand the past through settings, characters and events encountered in books read in class and storytelling.  PCC  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.  NW  Explore the natural world around them, making observations and drawing pictures of animals and plants.  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  **RE** How can we help others when they need it?  A Sikh story – Har Gobind and the 52 princes  Why do Christians put a cross in an Easter Garden?  A Buddhist Story: A Monkey King  **RE Y1:** To know that the Bible is where Christians learn about God. It is their special book that tells the story of God’s creation of the world and the special coming of His son, Jesus Christ.  To know that the Bible is split into 2 main parts of the Old and New testaments. To know that the New Testament tells the story of Jesus’s birth, teachings and d  **T Y1:Design** Designs of everyday objects and buildings, bridges etc can be designed on computers.  Blueprints are a design plan which need to be followed when building whatever it is the blueprints are for.  To know that we can use a mouse or our fingers on a touchscreen I-Pad to reshape and resize objects.  To know that we can use a mouse or our fingers to move an object’s position or rotate it.  To know that we can position objects in relation to each other.  **G Y1:** As Above  **SCI Y1:** The world  Animals including humans Y1  Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  • Identify and name a variety of common animals that are carnivores, herbivores and omnivores.  • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). |

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| EYFS – EXPRESSIVE ARTS and DESIGN – Creating with Materials and Being Imaginative and Expressive. | | | | | |
| F2 | Term | EYFS Coverage | Knowledge Expectations | Vocabulary Expectations | Links to prior/post learning |
| Aut | N -EAD  CM -Explore different materials freely to develop their own ideas  Develop own ideas and then decide which materials to use to express them.  Join different materials and explore different textures.  Create closed shapes with continuous lines, and begins to use these shapes to represent objects.  Draw with increasing complexity and detail.  Use drawing to represent ideas like movement and loud noises.  Explore colour and colour mixing.  BIE - Take part in simple and pretend play, using an object to represent something else.  Begin to develop complex stories using small world equipment.  Make imaginative, complex small worlds with blocks and construction.  Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.  Listen with increased attention to sounds.  Respond to what they have heard, expressing their thoughts and feelings.  Remember and sing entire songs.  Sing the pitch of a tone sung by another person and copy melodic shape.  Create their own songs or improvise a song around one they know.  Play instruments with increasing control to express feelings and ideas.  R - EAD  CM -Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills.  BIE -Listen attentively, move to and talk about music, expressing their feelings and responses.  Watch and talk about dance/performance art, expressing their feelings and responses.  Sing in a group or on their own, increasingly matching the pitch and following the melody.  Develop storylines in their pretend play.  Explore and engage in music making and dance, performing solo or in groups. | - Know a range of simple songs and rhymes- farmers in the den, ring a ring of roses, nursery rhymes and counting songs (five speckled frogs, five little ducks etc)  - Know they can perform their own songs and rhymes as well as familiar rhymes.  - Know **pitch** means how high or low a note is.  - Know **tempo** is the pace or speed music is played at.  - Know **volume** is how loud a sound is.  - Know how pitch tempo and volume can be changed to alter sounds. Know that sounds can be changed with increased/decreased pressure/speed of beat on percussion instruments.  - Know instruments need to be plucked, struck or blown to create sounds.  - Know different music and sounds can express different emotions/feelings.  - Know that we need to close lines to make shapes and objects.  - Know that shapes and objects we draw can represent anything.  - Know that we need to look closely at objects to draw with accuracy and detail.  - Know primary colours are red, blue and yellow.  - Know secondary colours are made by mixing red, blue and yellow to make green, purple, orange, brown.  - Know different materials have different textures which can be combined e.g. thin, smooth tissue paper, rough bumpy corrugated paper.  - Know and use a range of techniques e.g. printing, painting, collage, sculpting, modelling, photography, sketching.  - Knows the qualities of different media – e.g. paint can be mixed for new colours, paper can be layered, pastels rubbed to blend.  - Knows how to use simple tools e.g. scissors, sellotape dispenser, simple modelling tools, shape cutters, paintbrushes, pencils.  - Knows ideas can be represented through media – e.g. can draw family portrait.  - Know and copy features of famous artists work e.g. Natural sculpture and photography Andy Goldsworthy’s use of natural objects – using natural objects to make own sculptures and pictures.  - Know we can use a range of items in pretend play to retell or develop our own stories. | Songs, rhymes, ring games, rhythm, rhymically, response, sounds, pitch, tempo, volume, speed, fast, slow, quick, pace, loud, quiet, increase, decrease, change, alter, pressure, speed, percussion, beats pulse, time, instruments, boomwhackers, wooden blocks, chime bars, cymbals, beater, xylophone, maracas, shakers, rain stick, music, dance, role play, actions, movements, feelings, imitate, copy, colours, primary, secondary, colour names, mix, combine, texture, rough, smooth, bumpy, coarse, fine, silky, soft, hard, flexible, rigid, hard, tissue, corrugated, sticky, range, technique, printing, painting, photography, photograph, digital, collage, sculpting, sculpture, model, modelling, sketching, drawing, outline, media, materials, paint, crayons, coloured pencils, coloured pens, pencils, chalks, pastels, oil pastels, watercolours, powder paint, paper, card, coloured paper, tissue paper, fabric, paper straws, cardboard, cardboard boxes, plastic boxes, paper tubes, paper straws, pipe cleaners, beads, sugar paper, paint brushes, toothbrushes, marking tools, sticks, ribbon, wool, string, treasury tags, split pins, paper clips, elastic bands, playdough, sellotape, glue, hole punches, scissors, ipad, smartboard, paint app, layer, blend, rub, tools, cut, hold, follow, design, shape, mould, sieve, flick, splatter, dot, spots, represent, events, object, people, expression, impression, abstract, circles, square, triangle, semi-circle, rectangle, cuboid, cube, cylinder, cone, sphere, leaves, stones, twigs, flowers, mud, grass, modelling tools, portrait, still life, landscape, artists, art, natural, modern, join, connect, adhere, stretch, flaw, adapt, strong, weak, produce, features, Andy Goldsworthy | Children should have been exposed to a range of experiences in their F1 setting and at home to support their creative development. Messy play and a range of materials and techniques for free play and exploration both indoor and outside should provide children with a wealth of creative experiences.  N -EAD  CM -Explore different materials freely to develop their own ideas  Develop own ideas and then decide which materials to use to express them.  Join different materials and explore different textures.  Create closed shapes with continuous lines, and begins to use these shapes to represent objects.  Draw with increasing complexity and detail.  Use drawing to represent ideas like movement and loud noises.  Explore colour and colour mixing.  BIE - Take part in simple and pretend play, using an object to represent something else.  Begin to develop complex stories using small world equipment.  Make imaginative, complex small worlds with blocks and construction.  Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.  Listen with increased attention to sounds.  Respond to what they have heard, expressing their thoughts and feelings.  Remember and sing entire songs.  Sing the pitch of a tone sung by another person and copy melodic shape.  Create their own songs or improvise a song around one they know.  Play instruments with increasing control to express feelings and ideas.  Y1  **Painting:**  Know that the primary colours are red, yellow and blue  Know what colours are made when primary coloured are mixed (the secondary colours)  Know that using a range of tools (different size brushes, sticks, sponges etc.) create different effects.  Know how to use inspiration from George Seurat to create own work by using Pointilism techniques  Try different materials and methods to improve for example using a smaller sized paintbrush or painting dots closer together  **Self Portrait/collage and drawing**  Know that colours can be grouped into warm and cool colours  Know that warm colours include red, yellow and orange  Know that cool colours include blue, green and purple  Know that colour affects mood \* Sam Gilliam – Abacus Sliding  Know that proportion is important when drawing  Know that the word proportion means the size of objects in relation to other things on the page  Know how to use the size of your hand to sketch out an oval for your face shape  Know how to select materials to create colour, texture and mood for example using different coloured gummed paper or textured corrugated card  Know how to reflect on and enhance self-portrait by suggesting improvements for example by adding a background  **Sculpture:**  Know how to use sketch book to draw different aspects of sculptures  Know that sculptures can be seen from all sides, so they have ‘three dimensions’  Know that a sculpture is a 3D form constructed to represent a natural or imaginary shape  Know that sculptures can be made from many materials such as wire, clay or card  Know how to roll, knead and cut clay into shapes.  Know how to use tools to add detail for example using a cocktail stick to carve eyes/mouth  Know how to join different sections of clay sculptures for example with cocktail sticks  **Music Y1**  Know that a song is a set of words set to music or meant to be sung.  Know that pulse is a single vibration or short burst of sound, electric current, light, or other wave.  Know that a note is a musical sound.  Know that music can be fast or slow.  Know that music can be loud or quiet.  Know names of basic instruments and the sounds that they make- drum, tambourine, xylophone, chime bars, piano, guitar, castanets etc.  Know the names of relevant artists linked the Listening and Appraise section and possible other works of theirs. |
| Spr | R - EAD  CM -Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills.  BIE -Listen attentively, move to and talk about music, expressing their feelings and responses.  Watch and talk about dance/performance art, expressing their feelings and responses.  Sing in a group or on their own, increasingly matching the pitch and following the melody.  Develop storylines in their pretend play.  Explore and engage in music making and dance, performing solo or in groups.  ELG -EAD  CM - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used.  Make use of props and materials when role-playing characters in narratives and stories.  BIE -Invent, adapt and recount narratives and stories with peers and their teacher.  Sing a range of well-known nursery rhymes and songs.  Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music | As above plus:  - Knows how to join materials using sticky tape, glue, string, treasury tags, split pins, paper clips, elastic bands etc.  - Recognises design flaws and makes changes to models etc. e.g. when glue isn’t strong enough uses sticky tape instead.  - Recognises colours through observation and knows which colours to mix to produce colours they need.  - Know and copy features of famous artists work e.g. Expressionism/abstract art Kandinsky’s circles and The Dot pictures – concentric circles to produce abstract pictures.  - Know we can combine movement and music to express different feelings.  - Know we can work with friends to create stories, pictures, music together. | As above plus:  Abstract, Wassily Kandinsky | N -EAD  CM -Explore different materials freely to develop their own ideas  Develop own ideas and then decide which materials to use to express them.  Join different materials and explore different textures.  Create closed shapes with continuous lines, and begins to use these shapes to represent objects.  Draw with increasing complexity and detail.  Use drawing to represent ideas like movement and loud noises.  Explore colour and colour mixing.  BIE - Take part in simple and pretend play, using an object to represent something else.  Begin to develop complex stories using small world equipment.  Make imaginative, complex small worlds with blocks and construction.  Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.  Listen with increased attention to sounds.  Respond to what they have heard, expressing their thoughts and feelings.  Remember and sing entire songs.  Sing the pitch of a tone sung by another person and copy melodic shape.  Create their own songs or improvise a song around one they know.  Play instruments with increasing control to express feelings and ideas.  R - EAD  CM -Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills.  BIE -Listen attentively, move to and talk about music, expressing their feelings and responses.  Watch and talk about dance/performance art, expressing their feelings and responses.  Sing in a group or on their own, increasingly matching the pitch and following the melody.  Develop storylines in their pretend play.  Explore and engage in music making and dance, performing solo or in groups.  **Year 1**  **Painting**  Know that French artist Georges Seurat devised the painting technique of Pointillism.  Describe the work of George Seurat – know that Seurat found that, rather than mixing the colours of paint on a palette, he could place tiny dots of different colours next to each other on the canvas and the eye would mix the colours.  Know how to express an opinion on his work. Do you like the use of dots to create single colours?  **Self Portrait/collage and drawing**  Describe the work of Pablo Picasso – know that The Weeping Woman was painted with oil paints  Know that Pablo Picasso was a Cubist artist  Know that Cubism means when an artist breaks up the subject into different blocks and repaints it with different angles to look abstract  Know that abstract art is more about shapes, colours and feelings rather than what the subjects looks like in real life  Know that Pablo Picasso used colour to represent mood in his painting ‘The Weeping Woman.’  Know how to use inspiration from Pablo Picasso to create own work and compare for example using jagged angles to create an abstract effect  Recognise the style and mood of a portrait for example Picasso’s ‘Weeping Woman’ – the angles of the eyebrows, the tears, the cold blue colours all denote sadness  Know that Joan Miro was a surrealist painter, sculptor, and ceramicist  Know that surrealism means combining unusual objects in a piece of art, that you wouldn’t expect to see together  Know how to describe one of Joan Miro’s sculptures for example describing the materials it is made from and the shapes he has used  Know how to express an opinion on some of his works by commenting on colour and what you like about the piece  **MusicY1**  Know that percussion instruments are drums, cymbals and tambourines. They are not tuned so each note sounds the same pitch.  Know that pulse is a single vibration or short burst of sound, electric current, light, or other wave. Know that ever piece of music has a pulse and we can move to it.  Know that a note is a musical sound.  Know that the tempo indicates how fast or slow the music is.   Know that dynamics indicates how loud or quiet the music is. |
| Sum | ELG -EAD  CM - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used.  Make use of props and materials when role-playing characters in narratives and stories.  BIE -Invent, adapt and recount narratives and stories with peers and their teacher.  Sing a range of well-known nursery rhymes and songs.  Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music | As above plus:  - Know and copy features of famous artists work e.g. Post - Impressionist art Van Goghs starry night.  - Knows how to evaluate own and others work – positive features that work well, areas that need strengthening support etc  - Knows alternative ways to join and fix may work better with different materials.  - Knows they can use previous experience with project development – joining, connecting materials etc to improve later work. | As above plus:  Post-Impressionist, Vincent Van Gogh | R - EAD  CM -Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills.  BIE -Listen attentively, move to and talk about music, expressing their feelings and responses.  Watch and talk about dance/performance art, expressing their feelings and responses.  Sing in a group or on their own, increasingly matching the pitch and following the melody.  Develop storylines in their pretend play.  Explore and engage in music making and dance, performing solo or in groups.  ELG -EAD  CM - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Share their creations, explaining the process they have used.  Make use of props and materials when role-playing characters in narratives and stories.  BIE -Invent, adapt and recount narratives and stories with peers and their teacher.  Sing a range of well-known nursery rhymes and songs.  Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music  **Art Y1** as above.  **Music Y1**Know that pulse is a single vibration or short burst of sound, electric current, light, or other wave. Know how to confidently find the pulse in pieces of music.  Know that the tempo indicates how fast or slow the music is. Know they can experiment with tempo when playing instruments. Know that sometimes changes in speed can happen slowly and sometimes changes happen suddenly.   Know that dynamics indicates how loud or quiet the music is. Children should know that dynamics can change throughout a piece.  Know that a good audience listens and respects each performer. They give positive or constructive feedback on performances and even make suggestions as to what could be changed.  **Y1 & 2**  Know that projecting is not the same as shouting. Know that projection is using our voices loudly and clearly |