

Newdale Primary School Early Years Foundation Stage



Nursery Mighty Oaks Long Term Planning and Key Knowledge and Skills Curriculum Map.

At Newdale Primary an over-arching theme is planned each half term first and foremost to develop '**Communication and Language development**', whilst offering opportunities for the children to cover a range of objectives, providing **engagement, motivation, and purpose for learning**. However, these plans are subject to change: flexibility and amendments where current affairs take precedent over themes. We believe that the most effective method of ensuring progress is a balance between high quality adult-led activities and independent learning opportunities.

A bespoke curriculum has been developed for Newdale, selecting statements from 'Birth to Five Matters 2021' and 'Development Matters 2021' tailored to the needs of the pupils within our setting to support them in reaching the crucial Early Learning Goals (ELGs).

The Early Years Foundation curriculum consists of seven different areas that the children will learn and be assessed on throughout the year.

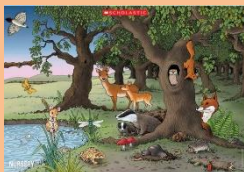
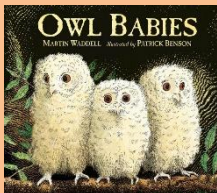
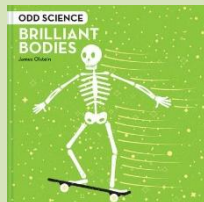
Children should develop the **3 prime areas**. These are:

Communication and language (CL), Personal, social and emotional development (PSED) and Physical development (PD),



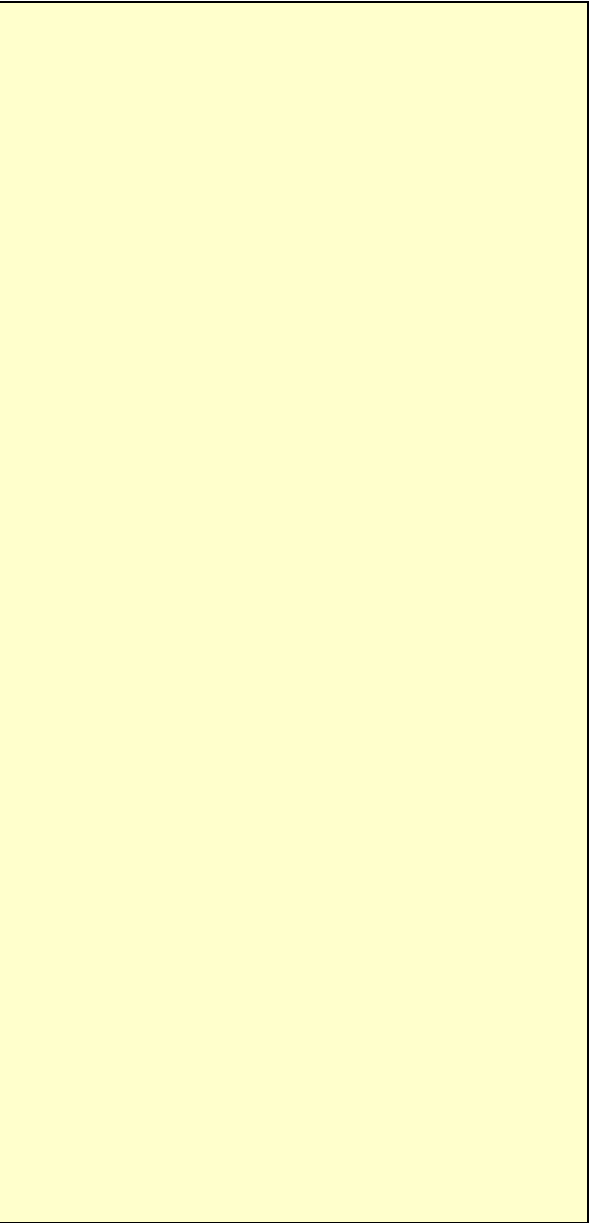
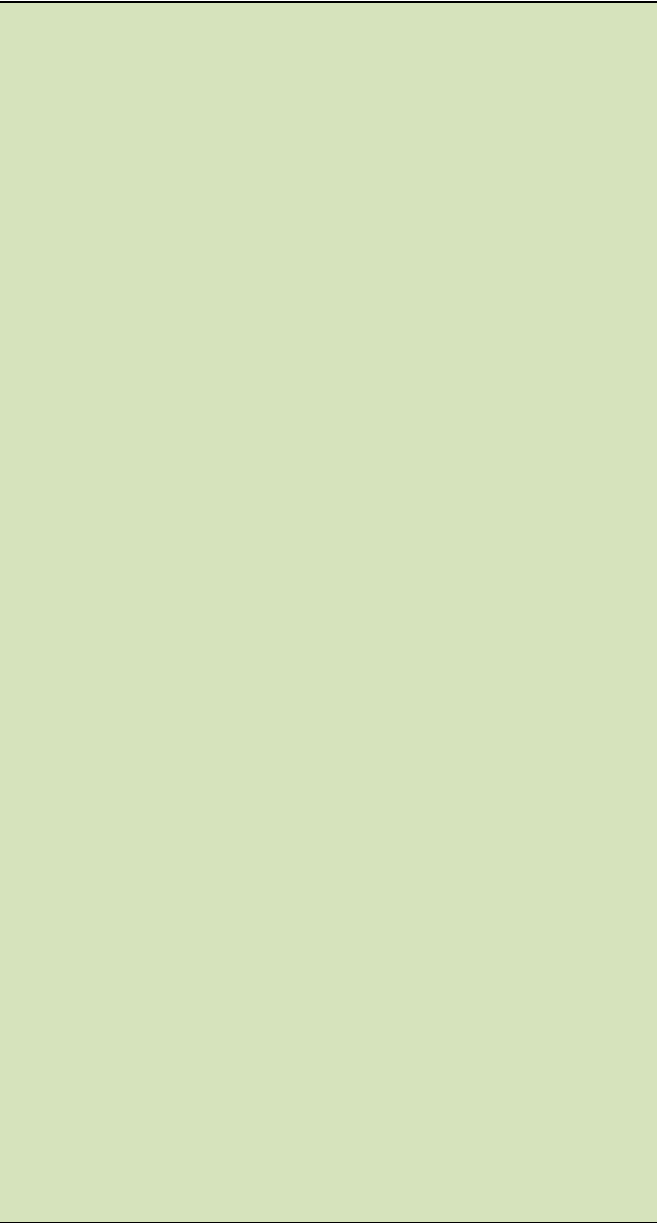
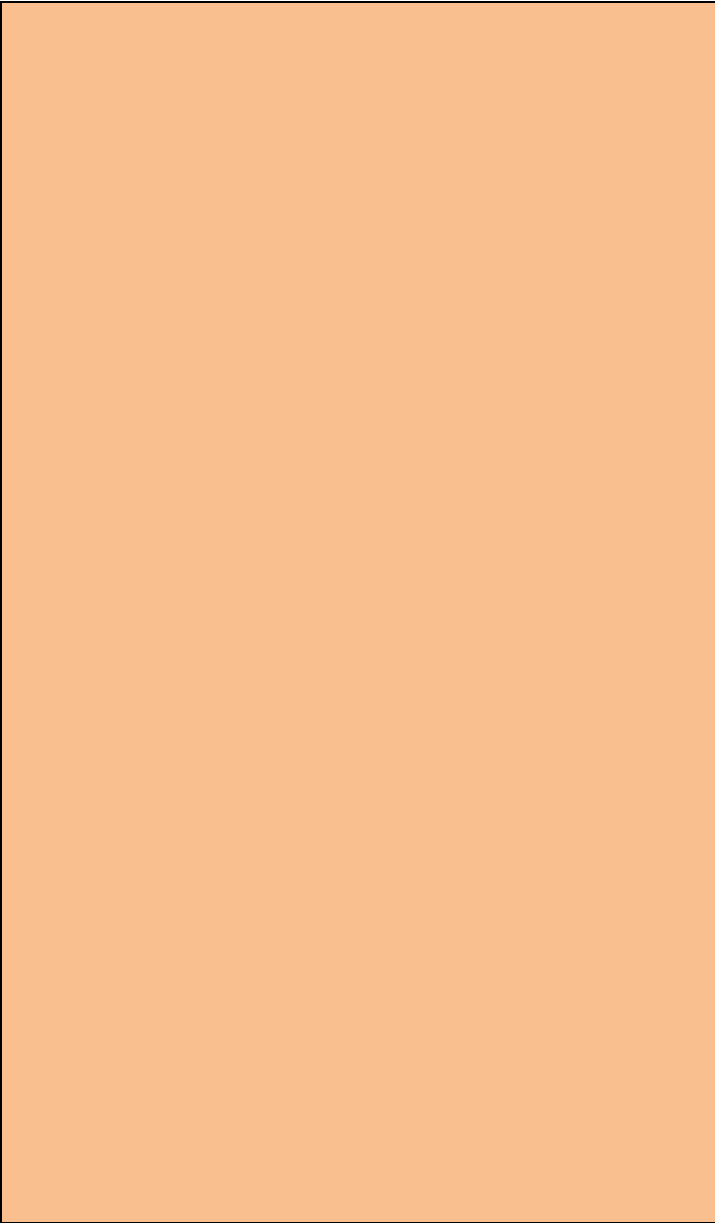
These prime areas are those most essential for a child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are: Literacy, Mathematics, Understanding the world (UW), Expressive arts and design (EAD).

The table shows coverage and progression of themes, activities and **key knowledge and skills** over the year. Please note, individual children develop at different rates and whilst activities have been planned to address progressively the objectives within the EYFS curriculum, children may obtain the objectives at different rates throughout the year. Please also note that whole school curriculum documents will contain EYFS links and detail progression further.

Mighty Oaks <i>Working across the 3-4 years age statements.</i> <u>Year N Mighty Oaks Curriculum Overview</u>						
	<u>Autumn 1</u> Theme:	<u>Autumn 2</u> Theme:	<u>Spring 1</u> Theme:	<u>Spring 2</u> Theme:	<u>Summer 1</u> Theme:	<u>Summer 2</u> Theme:
Overarching Theme and sub-topics Themes have been selected to support the delivery and coverage of objectives of the EYFS curriculum.	WONDERFUL WOODLAND 	AWESOME OWLS 	INCREDIBLE ICE 	BRILLIANT BODIES 	MARVELLOUS MINIBEASTS 	CLEVER CHANGES 

Key Texts	Traditional Fairy tale stories – Goldilocks and the three bears	Wow said the owl	One Snowy Night	Measuring Me!	The Bad Tempered Ladybird	The Tiny Seed
	Who are you?	Owl Babies	The Snow thief	Twirly Wiggly Dance		The Hungry Caterpillar
	Woodland Sounds	The Owl's Lesson	You're snug with me	Super Duper You!	Snail Trail	The Woolly bear caterpillar
	Squirrels who squabbled	The Owl who was afraid of the dark	Whose tracks in the snow	In my Mosque	Superworm	
	Badger's Bath	The nativity	Snowball	You Choose!	The Ginat Jam sandwich	Farmyard Hullabaloo
	The Scarecrow's Wedding	The Owl who came for Christmas	Mr Wolf's Pancakes		Mad about minibeasts	Godfrey is a frog
	Leaf Thief	Squirrel's Snowman			Spyder	Ten seeds
	Room on the Broom					The colour monster goes to school
	Prime: PSED Including 'Life Learning' KEY KNOWLEDGE AND SKILLS CUMULATIVE LEARNING	1decision PSED Units: Relationships Storybooks: Blue's learns to share – I can begin to play fairly. Yellow Play Fights – I know I can hurt others. Pink Misses Mummy – I can settle into school. Pink has a New Brother – I can think about ways to stop feeling jealous.		1decision PSED Units: Keeping and Staying safe: Storybooks: Green Gets Glasses – I know some people need glasses. Green Stays in Hospital – I know hospitals look after us and keep us safe. Yellow learns about germs – I know germs can make us poorly. Red Needs the Toilet – I know how to use the toilet at school.		1decision PSED Units: Keeping and Staying safe: Storybooks: Blue Explores Road safety – I can be safe near roads. Purple the passenger – I know how to stay safe in the car.
Our World: Storybooks: Yellow Wants to Play with Orange – I can make friends with someone who is different. Rainbow's Food Journey – I know I can try something different. Being Responsible: Storybooks: Blue's indoor voice – I understand why I sometimes need a quiet voice. Orange helps out – I know helping is good. Yellow's Bedtime – I know I need to go to bed early.		Computers and online safety Dilemma Drops: Pink's computer game – I know how to calm down. Feelings and Emotions: Storybooks: Orange Feel Worried – I can talk about worries. Yellow goes on Holiday – I understand some ways to not feel scared. Rainbow feels angry – I know what to do when I'm angry.		Change and Transition: Storybooks: Orange Moves House – I know some people move and it's okay. Pink goes to school – I know school is a safe, fun place. Pink gets changed – I know where it is safe to get changed.		
Building Relationships Managing Self Self-regulation						
HOW IT IS TAUGHT						
PSED is taught both intrinsically throughout						

all parts of the school day and as adult led taught sessions. For these sessions, we follow 1decision and No Outsiders EYFS resources to ensure a breadth of knowledge and skills. These include storybooks. Newdale also includes the EYFS in the following whole school events throughout the year taught at an age appropriate level: Share Aware Week (Safeguarding), Expect Respect Week (DV), British Values Week, NSPCC workshops, Safer



Internet Day and Healthy Lifestyles Week.						
PSED Milestones at Newdale KEY KNOWLEDGE AND SKILLS For children with communication and interaction delays, we use separate social communication and play milestones.	I enjoy playing alone, alongside and with others. I can be sensitive to others' messages of appreciation or criticism. I enjoy a sense of belonging through being involved in daily tasks. I can talk about how others might be feeling.		I seek out companionship with adults and other children, sharing experiences and play ideas. I invite others to play and attempt to join others play. I am more able to recognise the impact of my choices and behaviours/actions on others. I am becoming more aware of the similarities and differences between myself and others.		I can practice skills of assertion, negotiation and compromise and will look to a supportive adult for help in resolving conflict with peers. I can talk about myself in relation to social groups and my friends. I know that some actions and words can hurt others' feelings. I can show increasing consideration of other people's needs and gradually more impulse control in favourable conditions eg giving up a toy to another who wants it. I understand that expectations vary depending on different events, social situations and changes in routine.	
Prime: Communication and Language KEY KNOWLEDGE AND SKILLS CUMULATIVE LEARNING <i>Listening, Attention and Understanding</i> <i>Speaking</i> HOW IT IS TAUGHT CL is taught intrinsically throughout all parts of the school day.	I can listen in a small group. I can listen when in a conversation. I can listen to a story. I can join in with familiar phrases in a story. I can follow a simple instruction.	I know and talk about people of importance to me e.g family and friends. I can retell simple past events in order. I can sit quietly during activities.	I explain what is happening and what might happen next. I can introduce a storyline into my play.	I can maintain attention and build concentration. I can listen and do for short spans of time.	I can follow stories without pictures or props. I understand and build vocabulary that reflects my own experiences.	I can question why things happen. I can give an explanation as to why things happen. I understand how and why questions.

Newdale ensures this is at the forefront of all learning experiences by providing a high quality and language rich environment. Newdale prioritises storytime, so children listen and engage in a wealth of stories daily. These are carefully selected texts, including 'Talk Through Stories' as part of the RWI scheme in order to explicitly teach and expose children to new vocabulary and phrases. Positive interactions with adults are embedded in all aspects of learning.						
C&L Milestones at Newdale KEY KNOWLEDGE AND SKILLS	I can listen to others when one to one or in small groups, when the conversation interests me. I can follow directions if not intently focussed. I understand the use of objects (which one do we cut with?) I can use language to recall past experiences. I can retell a simple past event in the correct order.		I can focus my attention and still listen as I do. I respond to two part instructions. I understand prepositions eg under and on top. I am beginning to use more complex sentences linked to thoughts using "because" and "and". I am beginning to use a range of tenses (eg play, playing, I will play and played). I can talk more extensively about things that are of particular importance to me. I can use talk in when pretending eg this box is my castle.		I listen to familiar stories with increasing attention and recall. I can join in with repeated refrains and can anticipate key events and phrases in rhymes and stories. I am beginning to understand why and how questions. I can use talk to explain what is happening and anticipate what might happen next. I can question why thing happen and give explanations using who, what, when and how. I can use vocabulary that reflects the breadth of my experiences.	
Prime: Physical Development KEY KNOWLEDGE AND SKILLS	Gross Motor I can build and construct using large equipment. I know how to move freely, in a variety of ways.	Gross Motor I know how to jump and land using two feet together. I understand I can move forwards, backwards and sideways	Gross Motor I can build and construct using smaller equipment and construction sets.	Gross Motor I can use large equipment with some control eg throwing a ball, kicking a large ball. I can attempt to bounce the ball.	Gross Motor I can run skilfully, avoiding obstacles. I can change the speed of my actions.	Gross Motor I know the correct technique to catch a big ball.

CUMULATIVE AND HIERARCHICAL LEARNING Gross Motor Fine Motor HOW IT IS TAUGHT PD is taught explicitly at Newdale. 2 sessions per week are allocated for adult directed PE in line with whole school. In Nursery, 1 session is CT led and 1 hour is taught by crossbar coaches. EYFS have been included in the whole school progression mapping of PE. To ensure the key Fundamentals of Movement, are	I can move safely around the space given. I can follow simple instructions. Fine Motor I can hold a pencil, using palmer grip in the same hand each time. Physical Health I can wash and dry my own hands. I can make marks.	I understand that tools and equipment can be used safely. Fine Motor Physical Health I begin to help adult to dress them eg putting on coat with support	I know what a under arm throw is. I can throw underarm. I know what an over arm throw is. I can throw over arm. I can use tools for a purpose. I know how to control some tools, eg pouring from a jug. Fine Motor I can talk about the marks I have made.	I can come down steps using one foot to each stop. I can begin to negotiate around the space with some control.	I can change the style of my movements. I can play a couple of chasing games. I can handle tools and objects with increasing control eg grater, knife and spoon. Fine Motor I can form some letters from my name. Physical Health I understand some ways to have good health such as healthy food, exercise, water sleep and hygiene.	I can hit a ball with a racquet. I can join a range of different movements together. I can complete the majority of an obstacle course. Fine Motor I can copy some letters, including letters of my own name. I can form a few recognisable letters. Physical Health I can dress and undress independently eg put on own shoes and coat. Describe one way the body feels when exercising.
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e mapped out. In addition to this there is daily access to outside area, including the forest school area. Physical activities are planned for both gross and fine motor skills.						
PD Milestones at Newdale KEY KNOWLEDGE AND SKILLS	I can wash and dry hands effectively and understand why it is important I can gain more bowel and bladder control and can attend to toileting most of the time by myself. I can tell adults when hungry, full up or tired or when they want to rest, sleep or play. I can maintain balance using hands and body to stabilise. I can move around space safely. I can construct with large equipment. I can begin to hold a pencil with correct grip.		I can dress with help eg pull up own zip once it is fastened at the bottom. I can climb stairs and steps using alternate feet. I am continuing to develop my movement, balancing, riding, and balls skills. I can construct using small equipment. I can name and identify different parts of the body. I can make marks with some control.		I can manipulate a range of tools and equipment with one hand. I can run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles. I can skip, hop, stand on one leg and hold a pose for a game like musical statues. I have increasing control when throwing and catching. I am starting to take part in some group activities which I make up for myself, or in a team. I am beginning to form some recognisable letters. I can hold a pencil using correct grip.	
Phonics and Early Reading (Read, Write, Inc term by term expectations) HOW IT IS TAUGHT RWI is a rigorous	Teaching Talk. Stories and rhymes. Story and vocabulary development. I can begin to use 'My Turn Your Turn' hands prompts. I am learning the meaning of new tier 3 vocabulary. I am learning new simple phrases.		Story and vocabulary development. I can repeat Fred Talk and the whole word(practise oral blending) I can use new vocabulary in context. I am beginning to name the pictures. I am using newly learnt phrases in context. I can practise using pure sounds.		I can recognise the picture card. I can read the sound. I can say the sound. I can spot the sound in a pack. I can air write the letter. I am beginning to 'jump in' to blend Fred talk. I can hear and say initial sounds in words.	I can review my sounds. I can blend orally with Fred talk. I can blend with speed sound cards. I am beginning to read Green Nursery word cards.

phonic programme that begins in Nursery, with a focus on high levels of rich vocabulary development. Story books are carefully selected for their vocabulary content.						
Specific: Literacy KEY KNOWLEDGE AND SKILLS HIERARCHICAL LEARNING Reading: Comprehension and Word Reading Writing HOW IT IS TAUGHT Literacy skills are	Reading I show enjoyment when we share familiar rhymes together in a group. I recognise rhythm in spoken words. I can listen to stories with attention. I know that print carries meaning. I show interest in illustrations and print in books. Writing I show interest in print in the environment.	Reading I can listen and talk about rhymes. I understand when two words start with the same sound (alliteration.) I can join in with familiar stories and poems 1:1 or in a group. I can look at books independently. I can handle books carefully. Writing I can sometimes give meaning to marks as I draw and paint.	Reading I can join in with repeated refrains in a story. I can predict key events or phrases in a familiar story. I can recall main parts of the story. I can hold a book the correct way up and turns pages. Writing	Reading I am beginning to understand the way stories are structured. I know they have an ending (The End). I recognise my own name. I recognise that print can have different purposes Writing I can talk about the marks I have made.	Reading I can ascribe meaning to marks I see in different places. I recognise familiar words and signs. I can suggest how the story might end. I know in English, writing is read from left to right and top to bottom. Writing I can air write letters. I am beginning to write letters that I have learnt to read.	Reading I can describe main story settings, events and characters. I can continue a rhyming string. Writing I can write my own name.

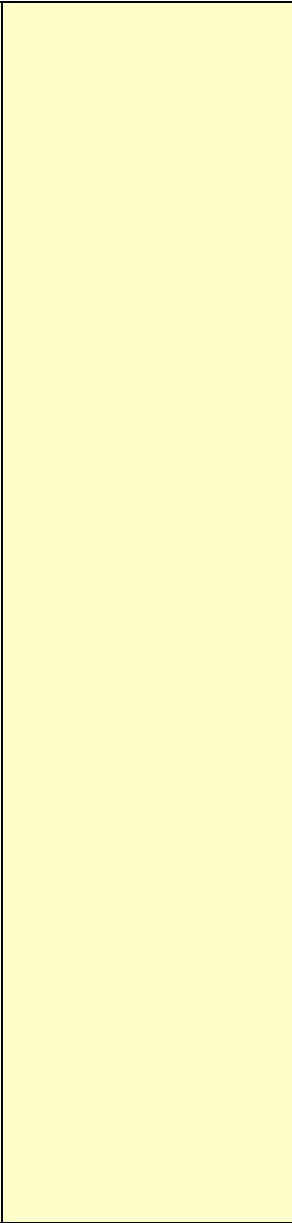
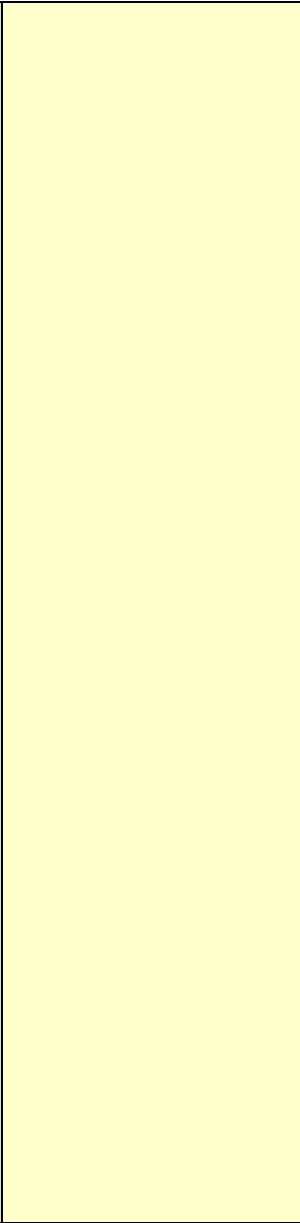
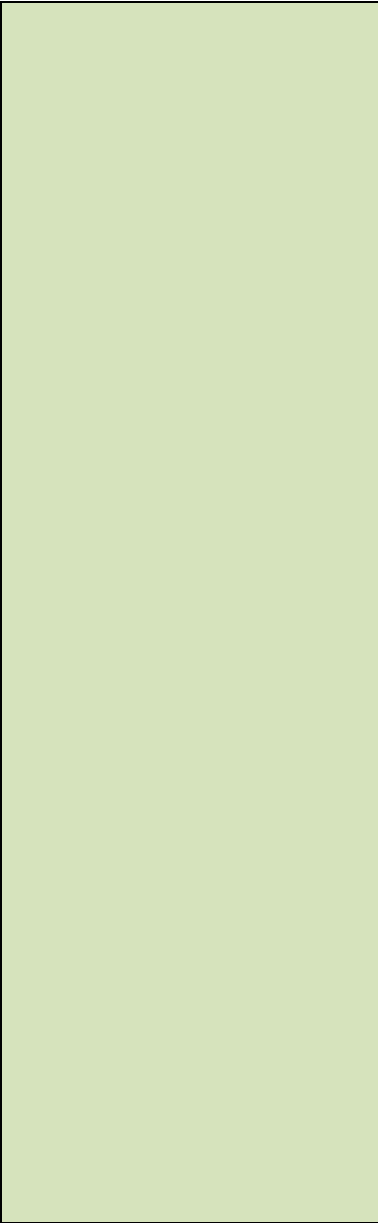
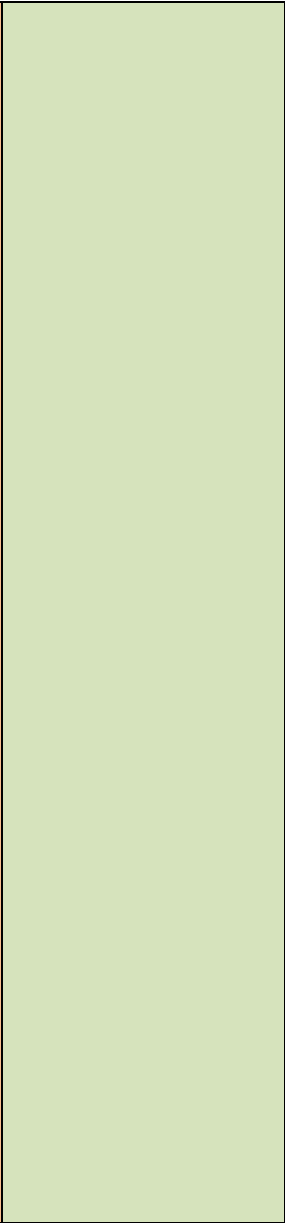
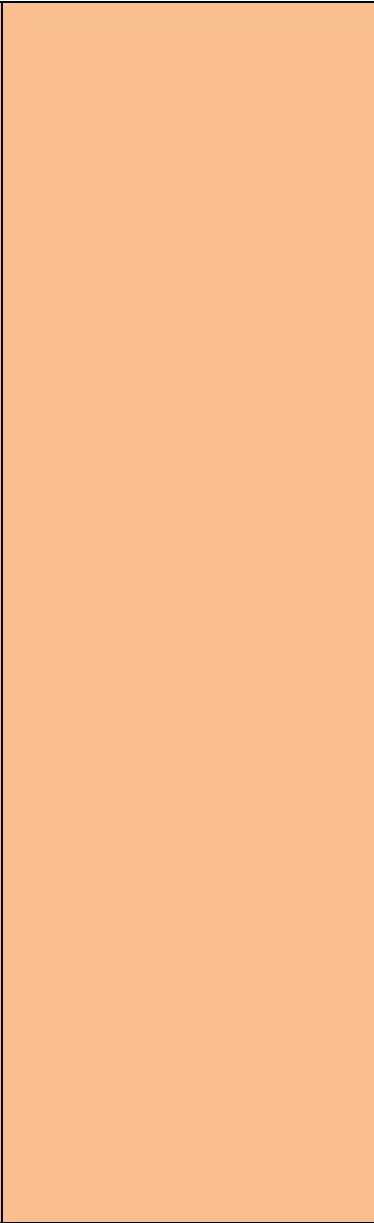
taught daily in the EYFS. Daily sessions are carefully planned and delivered, using high quality texts with a focus on vocabulary and inference. Other opportunities are then provided as part of continuous provision and adult-directed interactions. (e.g role play, small world, writing areas etc.)	I can hold a pencil, using palmer grip in the same hand each time. I can make marks. I can use the correct sitting position for writing.					
Literacy KEY KNOWLEDGE AND SKILLS Milestones at Newdale	I can sometimes give meaning to marks I make. I can listen to and join in with stories. I can use the same hand to hold a pencil. I can handle books carefully and look at books independently.		I can hold the book the correct way up and turn the pages correctly I can talk about events and characters in stories. I can join in with repeated refrains and anticipates key events and phrases in rhymes and stories.		I can tell you what marks might mean around the nursery. I can make suggestions to how a story might end. I can make marks from left to right.	
Specific: Maths KEY KNOWLEDGE AND SKILLS	Counting I can talk about significant numbers, including my age. I can count small amounts - 1-3	Shape I can use correctly the mathematical words 'under, on top, behind' to describe the position of something.	Measures I understand everyday language related to time. I can talk about what I will do "soon" and "next".	Shape I can use mathematical language to describe shapes. Counting I can count to 10.	Measures I can order 2 or 3 items by weight lightest to heaviest. Cardinality	Counting I can confidently recite numbers to 10 . Shape

HIERARCHICAL LEARNING Number and Numerical Patterns <i>Comparison</i> <i>Counting</i> <i>Cardinality</i> <i>Composition</i> <i>Number</i> <i>Spatial awareness</i> <i>Shape</i> <i>Pattern</i> <i>Measures</i> Numeracy skills are taught daily in the EYFS. Daily sessions are planned and delivered, using White Rose materials and guidance from 'Planning for Number'. Other opportunities are then provided as part of	I can join in counting songs Composition I understand that we can add or takeaway amounts and this changes the total. Measures I can use mathematical words, including long and short.	I can recognising the 2D shape circle and triangle in my environment. Counting I can count out up to 3 from a larger group. I recognise the numerals 1-3 and can match them to a group. Measures I understand the meaning of full. I understand the meaning of empty. I can compare measures eg full empty, big and small.	I can copy a repeating pattern. Comparison I understand the meaning of more. I understand the meaning of less/fewer. Composition I can identify the value of numbers 1-3 using numicon or practical objects. Cardinality I know the numerals to five.	Cardinality I can order to 5. I can say what number is one more to 5. I can say what number is one less to 5. I begin to identify own maths problems based on my interests. I can make marks to represent values. Composition I can make a set of five in different ways. Measures I can compare two items and say which is heavier/lighter. I can compare two items and say which is longer/shorter.	I can count on/back to find the answer to addition and subtraction problems. I can count objects to 10. I can count objects that cannot be moved. Shape I can make and describe my own pattern.	I can sort a range of items by colour shape, size and type. I can copy, continue and create colour patterns . Measures I can order 2 or 3 items by height and length. Composition I know the total of two groups by counting them both together.
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continuous provision and adult-directed interactions. (e.g Maths area, tuff trays, construction, water area, cooking, messy maths, snack maths. etc.) Daily counting and number based songs are embedded. Maths story books are planned and delivered each week.						
Maths KEY KNOWLEDGE AND SKILLS Milestones at Newdale	<i>Declarative Knowledge (Facts):</i> I can count in order to 5. <i>Procedural Knowledge (Methods):</i> I am beginning to touch each object when I count. <i>Conditional Knowledge (Strategies):</i> I can subitise to 1.		<i>Declarative Knowledge (Facts):</i> I know the names of 2d shapes. <i>Procedural Knowledge (Methods):</i> I can talk about the shapes of everyday objects. <i>Conditional Knowledge (Strategies):</i> I can subitise to 2.		<i>Declarative Knowledge (Facts):</i> I can sometimes match numerals to quantities. <i>Procedural Knowledge (Methods):</i> I can make marks to record the number of objects. <i>Conditional Knowledge (Strategies):</i> I can subitise to 3	
Specific: Expressive Arts and Design	I can join in singing to Nursery rhymes. I can join in actions to Nursery rhymes.	I can join in with singing Nursery rhymes, traditional songs, and festival songs.	I can sing to myself. I can make up a song based on a familiar song.	I know how the sounds of instruments can be changed eg. Loud/quiet, fast/slow.	I can explore different instruments. I can make simple instruments.	I can choose and use materials to create something I have planned. I can use tools safely.

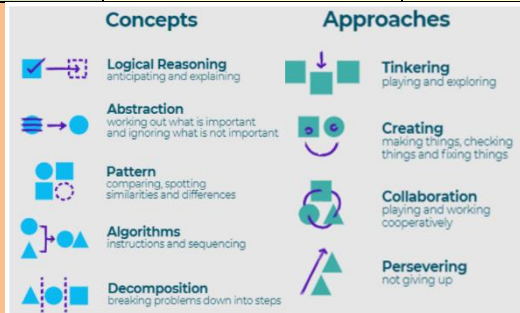
KEY KNOWLEDGE AND SKILLS HIERARCHICAL LEARNING <i>Creating with Materials</i> <i>Being Imaginative and Expressive</i> HOW IT IS TAUGHT Key rhymes have been allocated to Nursery to ensure that by the end of the year all children know a bank of rhymes. In addition, EAD activities are deliberately planned and delivered to ensure key skills for manipulating tools and exploring materials and	I can tap out simple rhymes. I begin to move rhythmically, joining in with action songs. I know different tools can be used to create different outcomes. I can use colour and talk about what I see. I can explore construction kits. <u>DT-Cooking</u>	I can perform songs to parents and others. I can introduce a storyline into my play. I can experiment with different tools to create. (paintbrush, glue, roller, paint, combine materials mixed media) DT Cooking	I can use a variety of joining materials such as Sellotape, glue, hole punch, treasury tags, stapler. I can use various construction materials to build and balance. DT Cooking	I can practice using a range of tools and techniques. I can construct using found and natural materials. I notice detailed features of objects in my environment. DT Cooking	I can tap out a simple repeated rhythm. I can create simple representations of events, people and objects that are important or familiar to me. With support, I can use cooking tools e.g. grater, safety knife, whisks. I can make snips in paper using scissors. I can use forward snipping motion. DT cooking	I can role play based on my own experiences. I can use construction kits to build for challenges. DT Cooking
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their uses are embedded. Weekly cooking sessions are planned in so that children have regular opportunities for practising using a range of tools and techniques. Role play areas linked to themes are set up with opportunities for children to apply the arts through play. Whole school EAD links are made with EYFS taking part in World Book Day, Art Day and STEM day. Real-life contexts, events and celebrations are taught and expressed through EAD



e.g Easter, Mother's Day, Religious events.						
Specific: Understanding of the World KEY KNOWLEDGE AND SKILLS HIERARCHICAL LEARNING <i>Past and Present</i> <i>People</i> <i>Culture and Communities</i> <i>The Natural World</i> <i>History links to NC</i> <i>RE links to NC</i> <i>Science links to NC</i> <i>Geography links to NC</i> HOW IT IS TAUGHT Half Termly themes are selected to ensure a	Transition and getting to know one another. Talk about some of the things that make them unique. I can talk about things I like and dislike. Observe interesting things when they are looking around the new environment. I can talk about things I see in Nursery and different areas of school. I can ask questions about where things are. Experience: different places within school, inside and outside, including sights and smells. Observing closely what they see. Record children's observations and interactions in the natural and manmade environment eg forest and base camp. I can use my senses as I explore and talk about natural materials. Know that they need different clothes for different weather. Talk about the daily weather.	Different celebrations and traditions that occur at this time of year e.g. Diwali and Christmas. I enjoy joining in with my family routines and traditions. I can talk about significant events in my own experience. Talk about seasons. I understand that the weather changes in Autumn and Winter. I recognise the changing colour of the leaves. Experience collections of sets of items such as pine cones, wooden rings for children to explore how objects can be combined. I notice and talk about details in items from the environment.	Animals and growing - Talk about things they have observed such as plants and animals. I can use all my senses in hands-on exploration of natural materials. I can talk about some of the things I have observed such as plants, animals, natural and found objects. I enjoy playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake. Nature Walk. Experience visiting places beyond the school grounds Observing closely what animals, vehicles and people do. I can talk about the place where I live and where I go to school. I can talk about what I see in my surrounding areas.	Babies. What were they like as a baby? How do we care for babies? How is this different to what we do now? I understand some talk about immediate past, ie before, soon and later. I understand that I have grown and changed since I was a baby. I can say some of the ways I have changed. Experience: family and growing stories, keyworker board baby and family photos. I can say how old I am. I understand that we grow from baby to child to adult. I can use time related language such as , when I, before, now. Etc. I understand things grow and change over time. I knows some of the things that make me unique.	Exploring the natural world around them particularly water and insect/animal homes. I can show care and concern for animals and people. I can look after nature. I can explore natural materials. How do we care for our world? Litter picking. Links to Living things and their environments. I understand the effect my behaviour can have on the environment. I can show care and concern for the environment. Use mirrors. Parents to share special times at home and compare them eg holidays, festivals, birthdays. Pictures of their favourite toy, photo or drawings of siblings, grandparents. I understand similarities and differences between	Transition to school: I remember and talk about significant events in my own experience. I can talk about my time at Nursery. I understand I will be starting school. Make dens outside and in the woods. Draw and/or send in photos of favourite places - this could be a holiday place, beach, nan's garden etc. I can talk about my favourite places. I understand what makes places special to people. I can talk about starting school and how that makes me feel. I can experience visiting places beyond the school grounds. Talk about what they see using a wide vocabulary. Use all their senses in hands on exploration of natural materials.

breadth of coverage of UW. Weekly Forest schools lessons take place, with a planned outcome relating to the Natural World strand. Dedicated teaching time is planned for UW. Links have been deliberately planned with whole school golden threads along with links directly to the Y1 curriculum to ensure the foundations are laid in preparation for NC. Whole school celebrations are part of the EYFS e.g Harvest, Bonfire night, Diwali,	Look at the changing seasons. I can talk about why things happen and how things work. I understand the weather changes. I can say what the weather is doing today. Listen to stories involving time language eg a long, long time ago. I can show an interest in the lives of people who I am familiar with.		I can ask questions about what I see. I understand there are patterns and change in nature.	I can talk about some of the similarities and differences in relation to my friends and family.	my own family and other families. Role play families Tasting different food including cooking and react using facial expression. I enjoy joining in with family customs and routines.	
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Christmas, Easter, etc. Regular Show and tell opportunities are planned, so that children can share with pride their home experiences.					
Computing/ Technology Barefoot Units KEY KNOWLEDGE AND SKILLS HIERARCHICAL LEARNING	Instructional Vocabulary Can the children follow simple instructions? Can you repeat it? Can you do that for the count of? Can the children use logic to approach a range of problems? Daily tasks incorporate Barefoot computational thinking key concepts and approaches:				
YN ₂ EYFS LINK to YR and Year 1 National Curriculum History KEY KNOWLEDGE AND SKILLS Y1 topics: George Stephenson - modern railway The Great Fire of London	YN ₂ EYFS LINK TO HISTORY YR&Y1 (Castles) [Key concept: Invasion/Settlement/Monarchy] <u>PAST & PRESENT</u> Wonderful Woodland topic KNOW & UNDERSTAND: Different kinds of homes, e.g. cottages, houses, bungalow. What a family is. Families can be different. Who is in their family. KEY VOCABULARY TO BE LEARNT IN EYFS TO LAY THE FOUNDATIONS FOR KS1 AND BEYOND: CASTLE KING QUEEN	YN ₂ EYFS LINK TO HISTORY YR to Y1 (Modern Railway) [Key concept: Industry] <u>PAST & PRESENT</u> Brilliant bodies KNOW & UNDERSTAND: How we grow and change (the passing of time e.g. comparison to a younger or elder sibling, a parent and their grandparents) The passing of time (related to the days of the weeks and changing seasons) To make sense of a simple timeline. To develop the understanding of time related vocabulary when reading stories.	YN ₂ EYFS LINK TO HISTORY YR to Y1 (The GFOL) [Key concept: Monarchy] <u>PAST & PRESENT</u> Clever Changes KNOW & UNDERSTAND: Who keeps us safe (Outside visitors, CSO's, Fire service) Know their home is in Telford. A sense of their locality, including school grounds and building. Talk about their holidays, where were they? KEY VOCABULARY TO BE LEARNT IN EYFS TO LAY THE FOUNDATIONS FOR KS1 AND BEYOND: HOME		

<i>Castles/Medieval England</i>	PRINCE PRINCESS TOWER VILLAGE COTTAGE HOME FAMILY MUM / DAD / BROTHER / SISTER / GRANDPARENT / AUNT / UNCLE	KEY VOCABULARY TO BE LEARNT IN EYFS TO LAY THE FOUNDATIONS FOR KS1 AND BEYOND: Used to... When I... I was... (tenses) LONG AGO TODAY YESTERDAY TOMORROW SOON DAYS OF WEEK SEASON NAMES	TELFORD SCHOOL FIELD FOREST HERE THERE WHERE SAFE POLICE/FIRE OFFICER/DOCTOR/VET
YN₂ EYFS LINK to YR and Year 1 National Curriculum Geography KEY KNOWLEDGE AND SKILLS <i>Y1 topics: Our Local Area UK Weather</i>	YN₂ EYFS LINK TO Geography YR to Y1 (UK) [Key concept: Locational/Place/Cultural] KNOW & UNDERSTAND: Features of the local environment including, forest, playground, field, corridor, hall, Nursery, garden. Features of story settings, including story maps, forest, mountains, rivers, ponds etc. KEY VOCABULARY TO BE LEARNT IN EYFS TO LAY THE FOUNDATIONS FOR KS1 AND BEYOND: FAR AWAY NEAR WATER BEHIND FRONT NEXT TO FORWARDS BACKWARDS ON TOP UNDERNEATH MAP FOREST, PLAYGROUND, FIELD, CORRIDOR, HALL, NURSERY, GARDEN. FOREST, MOUNTAINS, RIVERS, PONDS ETC.	YN₂ EYFS LINK TO Geography YR to Y1 (Local Area) [Key concept: Locational/Place/Cultural] KNOW & UNDERSTAND: The names of common story settings such as forest, town, seaside, countryside, rivers, mountains. To have a sense of place (I live near school, say if they live in a house, describe places they go to and how they get there.) KEY VOCABULARY TO BE LEARNT IN EYFS TO LAY THE FOUNDATIONS FOR KS1 AND BEYOND: HOUSE FLAT CARAVAN SHOPS TOWN PARK SEASIDE / BEACH HOLIDAY / AEROPLANE	YN₂ EYFS LINK TO GEOGRAPHY YR to Y1 (Weather) [Key Concept: Environmental. Physical Processes/Place] KNOW & UNDERSTAND: (Physics) the vocabulary relating to time – days, year in relation to their age, soon, before, yesterday, tomorrow, next. Different types of weather. Typical weather of each season and events and celebrations that fall in that season. KEY VOCABULARY TO BE LEARNT IN EYFS TO LAY THE FOUNDATIONS FOR KS1 AND BEYOND: SEASONS SPRING SUMMER AUTUMN WINTER WEATHER SUNNY/WINDY/RAINY/CLOUDY/STORM/THUNDER /LIGHTNING/ SOON, BEFORE, YESTERDAY, TOMORROW, NEXT

YN₂ EYFS LINK to YR and Year 1 National Curriculum RE KEY KNOWLEDGE AND SKILLS <i>Whole School Progression NATRE is used across school. Links have been created to ensure a secure foundation of knowledge is embedded before starting NC.</i>	YN₂ EYFS LINK TO RE YR to Y1 (Churches and Mosques, What can we find out?) Myself & Celebrations KNOW & UNDERSTAND: To recognise similarities and differences between people. Learn about what is special to different people. What is Christmas (The main events and how they are celebrated) What is Diwali. (The main events and how they are celebrated) KEY VOCABULARY TO BE LEARNT IN EYFS TO LAY THE FOUNDATIONS FOR KS1 AND BEYOND: CHRISTMAS DIWALI EID CELEBRATE PARTY FOOD CLOTHES DECORATIONS TREE LIGHTS DIWA RANGOLI	YN₂ EYFS LINK TO RE YR to Y1 (Creation and Thanksgiving, Special stories, I wonder, questions that puzzle us.) Brilliant Bodies KNOW & UNDERSTAND: What is special to themselves. What is special to their family. What is a birthday. How they celebrate. KEY VOCABULARY TO BE LEARNT IN EYFS TO LAY THE FOUNDATIONS FOR KS1 AND BEYOND: FAMILY SPECIAL BIRTHDAY PARTY CANDLES PRESENTS CAKE / FOOD CELEBRATE	YN₂ EYFS LINK TO RE YR to Y1 (Special Stories - what can we learn?) Similarities & Differences KNOW & UNDERSTAND: To recognise similarities and differences between people. Learn about what is special to different people. A sense of right and wrong. How to play collaboratively. KEY VOCABULARY TO BE LEARNT IN EYFS TO LAY THE FOUNDATIONS FOR KS1 AND BEYOND: KIND / UNKIND HELPFUL / UNHELPFUL FRIEND FRIENDLY SHARE TURNS TALK LISTEN
YN₂ EYFS LINK to YR and Year 1 National Curriculum Science KEY KNOWLEDGE AND SKILLS	YN₂ EYFS LINK TO Science YR to Y1 (Everyday materials) KNOW & UNDERSTAND: (Chemistry) The names of key materials. How these different materials feel. KEY VOCABULARY TO BE LEARNT IN EYFS TO LAY THE FOUNDATIONS FOR KS1 AND BEYOND: WOOD METAL PLASTIC WATER COLD HARD	YN₂ EYFS LINK TO Science YR to Y1 Plants (names and structure of plants) KNOW & UNDERSTAND: (Biology) (Physics) The meaning of scientific vocabulary in preparation for Y1 with a focus on Trees, Flowers and Vegetables. Through observation and fieldwork, use the senses to describe what they can see, feel and smell. Changes over time including the colours of leaves and vegetables that are grown. The names of body parts What the role of different body parts are for (senses) How to look after their bodies.	YN₂ EYFS LINK TO Science YR to Y1 (Seasonal Changes) KNOW & UNDERSTAND: (Physics) the vocabulary relating to time - days, year in relation to their age, soon, before, yesterday, tomorrow, next. Different types of weather. Typical weather of each season and events and YN₂ EYFS LINK TO Science YR to Y1 (Animals, including humans (naming animals & body parts) KNOW & UNDERSTAND: (Biology) The names of common pets. How to look after their pets. The names of garden animals and insects (in

	SMOOTH SHINY HEAVY LIGHT		KEY VOCABULARY TO BE LEARNT IN EYFS TO LAY THE FOUNDATIONS FOR KS1 AND BEYOND: TREES BUSHES FLOWERS VEGETABLES HERBS. GARDEN COLOUR GROW SMELL / FEEL / LOOK / TASTE BODY PART NAMES		celebrations that fall in that season. KEY VOCABULARY TO BE LEARNT IN EYFS TO LAY THE FOUNDATIONS FOR KS1 AND BEYOND: SEASONS SPRING SUMMER AUTUMN WINTER WEATHER SUNNY/WINDY/RAINY/ CLOUDY/STORM/THUNDER/LIGHTNING/ SOON, BEFORE, YESTERDAY, TOMORROW, NEXT	the forest area and garden) How to care for animals outside. The names of animals that live in water. The key features of the life cycle of a plant and an animal. The need to respect and care for the natural environment and all living things. KEY VOCABULARY TO BE LEARNT IN EYFS TO LAY THE FOUNDATIONS FOR KS1 AND BEYOND: NAMES OF ANIMALS: BIRD / INSECT / WORM / ANIMAL / CAT / DOG / BUTTERFLY / HAMSTER / BEE / COCOON, BUTTERFLY, EGG, CHICK, ADULT, BABY, CHICKEN, BIRD, BEAK, FEATHER
Other Key events to consider / Cultural capital opportunities	Celebrate Birthdays Nature Walk, home stories	Harvest Festival Diwali home stories Remembrance Day Christmas performance Trip to Christmas Theatre show	Chinese New year Nature Walk, baby visitors home stories	Easter home stories Mother's day Tea Party World book day Locality Walk	Farm trip Nature Walk	Transition Healthy Lifestyles Week Sports Day Art Day Father's Day Locality walk