

Art

By the end of Reception- the end of the Early Years Foundation Stage

EYFS reference: Early Learning Goals	<p>Expressive arts and design Creating with materials: 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.</p> <p>Physical development Fine motor skills: hold a pencil effectively in preparation for fluent writing; use a range of small tools including scissors, paintbrushes and cutlery; begin to show accuracy and care when drawing.</p>	
How children in Nursery and Reception learn	<p>‘Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. Practitioners carefully organise enabling environments for high-quality play.’ DfE Development Matters, July 2021.</p> <p>During the Nursery and Reception years children will be explicitly taught, and have the opportunity to, explore the key knowledge below as part of both the curriculum and learning provision.</p>	
Drawing	Painting	Sculpture
<p>Know that we can make marks with pencils, pens, crayons, chalks Know that we can use a range of movements to create marks</p> <p>Know how to talk about the marks we make and what they represent Know that we draw lines, circles and shapes to draw pictures</p> <p>Begin to know that a line is a mark we can make to join marks together</p> <p>Know that a drawing is a picture or diagram made with a pencil, pen or crayon (rather than paint)</p>	<p>Know that painting is the practice of applying paint to a surface, usually with a brush</p> <p>Know how to identify/name the following common colours: red, yellow, blue, green, orange, white, black, pink, purple, brown</p> <p>Begin to know that red, yellow and blue are primary colours</p> <p>Begin to know that primary colours are colours which cannot be made by mixing other colours</p> <p>Begin to know that primary colours can be used to make nearly every other colour</p> <p>Begin to know that a secondary colour is made by mixing equal amounts of two primary colours</p> <p>Begin to know that secondary colours are purple, orange and green</p>	<p>Know that we can create models with a range of resources, such as: construction kits, junk modelling resources, paper, cardboard</p> <p>Begin to know that modelling means to create a more specific shape</p> <p>Begin to know how to investigate a range of materials and experiment with how they can be connected to form simple structures (e.g. attaching cardboard using glue, paper fasteners, etc. or folding/cutting paper)</p> <p>Know how to talk about the models we make and what they represent</p> <p>Begin to know that we can join materials together using glue, Sellotape, masking tape, split pins</p> <p>Begin to know how to hold scissors correctly/safely and cut with control</p>

Computing	
By the end of Reception- the end of the Early Years Foundation Stage	
EYFS reference	Computing is no longer explicitly mentioned within the Early Years Foundation Stage (EYFS) statutory framework, which focuses on the learning and development of children from birth to age five. However, there are many opportunities for young children to use and explore technology within the EYFS curriculum and particularly when playing and exploring or creating and thinking critically and to begin to learn about online safety.
How children in Nursery and Reception learn	‘Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. Practitioners carefully organise enabling environments for high-quality play.’ DfE Development Matters, July 2021. During the Nursery and Reception years, children will have the opportunity to explore the key knowledge below as part of both the curriculum and learning provision.
Computing within Nursery and Reception	
Begin to know that technology is anything made by people to help us <i>such as a washing machine, a pair of scissors, a car, a phone, a computer/device, a camera</i>	
Begin to know that a computer, laptop, IPAD or tablet (a device) is a type of information technology	
Begin to know that the main parts of a device include: <ul style="list-style-type: none"> • a monitor/screen • a keyboard • a mouse/trackpad 	
Begin to know how to engage with familiar devices: <ul style="list-style-type: none"> • know that a power button is a button that powers an electronic device on and off • know how to power on and shut down a device properly • know that a mouse/trackpad often has two buttons (and sometimes a wheel) and lets you select and move objects • know how to move a mouse/trackpad around to make choices on the screen • know that a keyboard is used input letters, numbers and other characters by pressing keys • know that typing is the action or skill of writing using a device 	
Know that the interactive whiteboard/smartboard is connected to a computer and can help us to learn	
Begin to know how to engage with familiar games/ programmes on a range of devices	
Begin to know how to use and control a range of computing resources such as an IPAD, an interactive whiteboard, a Bee-Bot, a camera, a voice recorder, a remote control toy (this list is not exhaustive)	
Online safety	
Know that there are specific rules that we must follow to keep ourselves safe when using any form of computer or device: <ul style="list-style-type: none"> • only use devices if we have asked a grown up for permission 	

- only open programs/apps that you have been asked to
- let a grown up know if you see something on the computer which is not nice to look at, scares you or makes you feel worried
- look after our devices

DT

By the end of Reception- the end of the Early Years Foundation Stage

EYFS reference:	Physical Development Fine motor skills: use a range of small tools, including scissors, paint brushes and cutlery.
Early Learning Goals	Expressive arts and design Creating with materials: 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.
How children in Nursery and Reception learn	'Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. Practitioners carefully organise enabling environments for high-quality play.' DfE Development Matters, July 2021. During the Nursery and Reception years children will be explicitly taught, and have the opportunity to, explore the key knowledge below as part of both the curriculum and learning provision.

DT within Nursery and Reception (also links with Science and art)

Know that we can create models with a range of resources, such as: construction kits, junk modelling resources, paper, cardboard

Begin to know that **modelling** means to create a more specific shape

Begin to know how to investigate a range of materials and experiment with how they can be connected to form simple structures (e.g. attaching cardboard using glue, paper fasteners, etc. or folding/cutting paper) Know how to talk about the models we make and what they represent

Begin to know that we can join materials together using glue, Sellotape, masking tape, split pins

Begin to know how to hold scissors correctly/safely and cut with control

Begin to know that objects are made out of materials

Begin to know that a **material** is the matter or substance that objects are made from

Begin to know that different materials have different features or properties to make them suitable for different uses

Know that materials can be **hard**, meaning not easily broken

Know that materials can be **soft**, meaning they are easy to mould or break

Begin to know how to name and describe different familiar materials: paper, card, plastic, glass, wood, metal

Begin to know that natural materials are made from products found in nature such as wood

Begin to know that man-made materials are not found in nature but are made by humans such as plastic

Geography

By the end of Reception- the end of the Early Years Foundation Stage

EYFS reference: Early Learning Goals	Understanding the world People, culture and communities: describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; 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. The natural world: explore the natural world around them; 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.
How children in Nursery and Reception learn	‘Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. Practitioners carefully organise enabling environments for high-quality play.’ DfE Development Matters, July 2021. During the Nursery and Reception years children will be explicitly taught, and have the opportunity to explore, the key knowledge below as part of both the curriculum and learning provision.
The UK and local geography	The world and other countries
Know the name of the town they live in	Know that we live on a planet called Earth
Know the name of their school	Know that planet Earth is often referred to as ‘the world’
Know that they live in England	Begin to know that Earth is one of eight planets in space which travel around the sun
Begin to know that the capital of England is London	Begin to know that a globe is spherical representation of the world
Begin to know how to identify the English flag	Begin to know that there are many countries around the world
Begin to know that England is in the United Kingdom (UK)	Begin to know how to identify the UK on a map/globe
Begin to know that the United Kingdom (UK) is broken into four countries: England, Wales, Scotland and Northern Ireland (<i>beginning</i>)	Begin to know that there are differences and similarities between where we live and other countries
Begin to know that a map is a representation of an area of land or sea showing physical features, cities, roads, etc.	

<p>Begin to know that an ocean is a large expanse of water/sea</p> <p>Begin to know that land is part of the Earth's surface not covered by water</p> <p>Begin to know how <i>to</i> describe some features of their immediate environment, e.g. roads, houses, shops, schools, parks, churches, etc.</p> <p>Begin to know that that they can find information on a simple map</p> <p>Begin to know that maps contains symbols to identify features and information Begin to know that the UK goes through the four seasons</p> <p>Begin to know how to recognise the signs of autumn, winter, spring and summer</p>	
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History
By the end of Reception- the end of the Early Years Foundation Stage

EYFS reference: Early Learning Goals	Understanding the world Past and present: 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;
How children in Nursery and Reception learn	'Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. Practitioners carefully organise enabling environments for high-quality play.' DfE Development Matters, July 2021. During the Nursery and Reception years children will be explicitly taught, and have the opportunity to, explore the key knowledge below as part of both the curriculum and learning provision.

Past and Present
<p>Know how to identify how old they are and begin to know how to identify when they were born</p> <p>Know that people around them were born at different times and are older or younger than they are</p> <p>Know that people change as they age (baby, toddler, child, teenager, adult)</p> <p>Know that now refers to the current day</p> <p>Begin to know that the past refers to events that happened before a set time (or the current day)</p> <p>Begin to know that familiar objects were different in the past, such as toys, televisions, computers, phones, foods and cooking Begin to know that there are similarities and differences between things in the past and now</p>

Begin to know about significant people and events from the past, such as Guy Fawkes, Neil Armstrong, cavemen

Begin to know that **history** refers to the knowledge and study of people and events in the past

PE		
By the end of Reception- the end of the Early Years Foundation Stage		
EYFS reference: Early Learning Goals	Physical development: Gross Motor Skills: 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.	
How children in Nursery and Reception learn	'Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. Practitioners carefully organise enabling environments for high-quality play.' DfE Development Matters, July 2021. During the Nursery and Reception years children will be explicitly taught, and have the opportunity to, explore the key knowledge below as part of both the curriculum and learning provision.	
Balance and coordination	Movement	Ball skills
Know that a free space is somewhere that is clear of people and objects	Know that walking is travelling on foot at a steady (slow) pace	Know that throwing is moving an object with force through the air by hand and arm
Know that if they are approaching a space that someone else is using, they can either stop or change direction to stay safe	Know that running is travelling on foot at pace- more quickly than when walking	Begin to know that the basic skills of throwing are: facing the direction of throw, swinging arm(s) forwards to front of body and releasing the ball
Know how to move safely into a space, avoiding others	Begin to know that when running, their arms and legs should move on opposite sides	Know that we can throw with two hands or one hand Know how <i>to begin to</i> throw a ball with two hands
Know that travelling is a way of moving from one place to another	Know that they can speed up and slow down when running	Know how to practise throwing a ball or beanbag with one hand- underarm throw
Begin to know how to experiment with different ways to travel from one space to another	Begin to know that jumping is the form of movement that involves both feet leaving the floor before landing again	Know that catching is using your hands to stop and hold an object Know that the best way to catch an object is with two hands
Begin to know that we can travel over, under, through and around objects and apparatus	Know how <i>to begin practising</i> different jumps, e.g. frog jumps, bunny hops, high jumps	Begin to know that a nest shape is where both hands are cupped together with fingertips facing away from the body with no gaps between them
Begin to know that direction is the course along which someone or something moves	Know that a hopping is a short quick jump on one foot or from one foot to the other	Begin to know how to practise catching a beanbag/ball using a nest shape, e.g. throwing and catching in pairs
Begin to know that we can change direction by turning our heads and bodies	Begin to know that we can link hopping and jumping together in a sequence (hopscotch)	

Begin to know that balance refers to spreading your weight evenly so that you remain steady and upright	Begin to know that skipping is travelling on foot moving from one foot to the other with a hop or a bounce	Know that kicking is hitting an object with your foot
Begin to know that different parts of the body can be used to balance	Know that we can travel safely in different ways and at different speeds by making sure we are in a free space	Begin to know that the basic steps of kicking a ball are: placing non-kicking foot next to ball, pointing foot in direction of target, bringing the kicking leg back, bending non-kicking leg slightly, bringing kicking leg forward to make contact with the ball
Begin to know that some ways to keep balance include: holding arms out and keeping eyes on a still object	Begin to know how to begin to explore different ways to link movements together, including travelling, turning, jumping including a range of apparatus	
Begin to know that we can balance on, under and against objects and apparatus		Know how to practise kicking a stationary ball towards a target

PSHE	
By the end of Reception- the end of the Early Years Foundation Stage	
EYFS reference:	Personal, Social and Emotional development Self-Regulation: 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.
Early Learning Goals	Managing Self: 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. Building Relationships: 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 children in Nursery and Reception learn	'Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. Practitioners carefully organise enabling environments for high-quality play.' DfE Development Matters, July 2021. During the Nursery and Reception years children will be explicitly taught, and have the opportunity to, explore the key knowledge below as part of both the curriculum and learning provision.
PSE is woven throughout the EYFS curriculum on a daily basis.	
It may take the form of specific whole class explicit teaching (for example, class/school rules), group work (such as, turn taking/ sharing in a game), 1:1 work (when focussing on specific emotions and regulating these) or simply be an integral part of all children's opportunities when playing and exploring within the learning environments.	

Adult modelling and interaction is key when looking at the teaching of PSE as many of the aspects of the ELGs, which we expect all children to achieve, rely heavily on children both seeing (modelled) and understanding how/why to behave, interact and engage with others.

Children in Nursery and Reception will be introduced to key vocabulary and language they will experience throughout education and life:

belonging, rules, right and wrong, consequence, choice, kind and unkind, like and dislike, emotions (feelings), friend, trust, responsibility, respect, patience, turn taking, sharing, healthy, polite, manners – this list is not exhaustive.

RE
By the end of Reception- the end of the Early Years Foundation Stage

<p>EYFS reference:</p> <p>Early Learning Goals</p>	<p>Understanding the world Past and Present: Talk about the lives of the people around them and their roles in society;</p> <p>People Culture and Communities: 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.</p>
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<p>How children in Nursery and Reception learn</p>	<p>‘Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. Practitioners carefully organise enabling environments for high-quality play.’ DfE Development Matters, July 2021.</p> <p>During the Nursery and Reception years children will be explicitly taught, and have the opportunity to, explore the key knowledge below as part of both the curriculum and learning provision.</p>
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Family- sense of self	Celebrations- Christianity around the world	Celebrations- worldwide religions
<p>Know that a family is a group of people (adults and children) who are related to each other</p> <p>Know how to identify some members of their own families (close and extended)</p> <p>Know that some families may live together in one house while other families may live in different houses</p> <p>Begin to know that all families may be different</p> <p>Know that a celebration is a time when people come together to remember something</p>	<p>Begin to know that Christians believe that Jesus is the son of God Know that Christmas is a special day that celebrates the birth of Jesus</p> <p>Know how <i>to begin to</i> discuss some aspects of the Christmas story include Mary, Joseph, Bethlehem, the three wise men, the shepherds, the angels, the stable, the manger, the birth of Jesus</p> <p>Know that some common ways of celebrating Christmas include: singing carols, decorating a Christmas tree, going to church and exchanging gifts</p>	<p>Begin to know that religion refers to what people believe about their relationship to a god(s)</p> <p>Begin to know that there are many different religions in the world</p> <p>Hinduism</p> <p>Begin to know that Hinduism is another world religion which is practised in different countries, including India</p> <p>Begin to know that Hindus believe in an all-powerful god called Brahman</p>

<p>Begin to know how to talk about the celebrations our families take part in</p> <p>Begin to know that in the UK people often celebrate birthdays, Christmas, Easter, weddings</p> <p>Begin to know that families may share different celebrations</p>	<p>Begin to know that a church is a Christian place of worship</p> <p>Begin to know that the Bible is a Christian book which uses stories and</p> <p>pictures to help Christians understand what God is like</p> <p>Begin to know that Christians believe that Jesus died on a cross on Good Friday</p> <p>Begin to know that the cross is an important Christian symbol which can be found in many places, including churches</p> <p>Begin to know that Easter Sunday is remembered by Christians as the day that Jesus rose from the dead</p> <p>Begin to know that some common ways of celebrating Easter include: going to church, praying, singing songs and giving up certain things (such as chocolate)</p>	<p>Begin to know that an important celebration for Hindus and some other religions is Diwali, which is a five-day festival of light</p> <p>Begin to know that Diwali celebrates light (good) winning over darkness (evil)</p> <p>Begin to know that Diwali is celebrated in different ways including a large meal, lighting candles, song/dance and fireworks</p>
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Science			
By the end of Reception- the end of the Early Years Foundation Stage			
EYFS reference: Early Learning Goals	<p>Understanding the world</p> <p>The natural world: 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.</p> <p>Personal, Social and emotional development:</p> <p>Managing self: manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p>		
How children in Nursery and Reception learn	<p>‘Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. Practitioners carefully organise enabling environments for high-quality play.’ DfE Development Matters, July 2021.</p> <p>During the Nursery and Reception years children will be explicitly taught, and have the opportunity to, explore the key knowledge below as part of both the curriculum and learning provision.</p>		
Seasons and weather	Plants	Materials	Animals, including humans

<p>Know how to begin to talk about and compare the weather that they experience, using terms such as cloudy, sunny, warm, hot, cold, rainy, stormy</p> <p>Begin to know that there are four seasons in the UK: spring, summer, autumn, winter</p> <p>Begin to know that a season is a time of year and each season has its own temperature and weather patterns</p> <p>Begin to know that the seasons repeat and we go through each season every year</p> <p>Begin to know that spring is when the weather begins to get warmer and blossoms appears on some plants</p> <p>Begin to know that summer is the warmest time of the year</p> <p>Begin to know that autumn is when the weather begins to get cooler and leaves start to fall off of some trees</p> <p>Begin to know that in winter it can snow and is the coldest time of the year</p>	<p>Begin to know that plants can grow in many types of places, including on land or in water</p> <p>Begin to know that some plants produce fruit and some produce flowers</p> <p>Begin to know that plants usually have: a stem, leaves, roots, petals (blossoms)</p> <p>Know that a tree is a type of plant</p> <p>Begin to know that trees usually have: roots, a trunk, branches and leaves</p> <p>Begin to know how to observe and identify some parts of a plant or tree</p> <p>Begin to know that a plant starts out as a seed or a bulb and grows</p> <p>Begin to know that the basic stages of a plant's life cycle include:</p> <ul style="list-style-type: none"> • seed or bulb • roots grow below ground to collect water • shoots grow above ground for light <p>Know that plants need water, light and a suitable temperature to grow</p> <p>Know how <i>to begin to compare</i> the basic needs of a plant to a human</p> <p>Begin to know how to draw plants, including some of their specific parts</p>	<p>Begin to know that objects are made out of materials</p> <p>Begin to know that a material is the matter or substance that objects are made from</p> <p>Begin to know that different materials have different features or properties to make them suitable for different uses</p> <p>Know that materials can be hard, meaning not easily broken</p> <p>Know that materials can be soft, meaning they are easy to mould or break</p> <p>Begin to know how to name and describe different familiar materials: paper, card, plastic, glass, wood, metal</p> <p>Begin to know that natural materials are made from products found in nature such as wood</p> <p>Begin to know that man-made materials are not found in nature but are made by humans such as plastic</p> <p>Know that a solid has a fixed shape that cannot be changed</p> <p>Begin to know how to identify some solid objects</p> <p>Know that a liquid has no fixed shape and takes the shape of its container</p> <p>Begin to know how to identify some liquids</p>	<p>Know that we are humans</p> <p>Know how to name some parts of the human body, including: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth</p> <p>Know that humans need certain things to survive, including: water, food (for energy), air (to breathe), shelter (for protection from weather, such as rain and cold temperature)</p> <p>Begin to know that humans need a healthy diet (what they eat and drink) to grow</p> <p>Begin to know how to compare the basic needs of humans to some basic needs of other animals</p> <p>Begin to know that a habitat is the home of animals and plants</p> <p>Know that humans change as they age and grow from: baby, toddler, child, teenager, adult</p> <p>Know that the basic life cycle stages of a chicken includes: egg, chick, chicken</p> <p>Begin to know that the basic life cycle stages of a butterfly include: egg, caterpillar, pupa butterfly</p>
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		Begin to know that freezing refers to substance turning from a liquid into a solid	