

Understanding the world

Geography

- foundational knowledge in preparation for the key stage 1 programme of study for geography

Prior learning (Nursery):

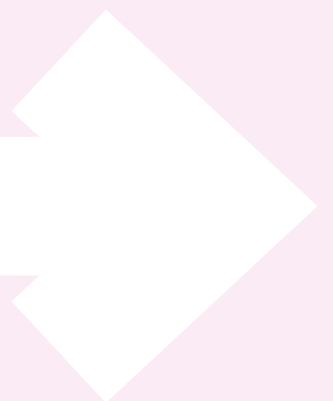
- Enjoy playing with small-world reconstructions, building on firsthand experiences
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

Current learning (Reception):

- Draw information from a simple map
- Recognise some similarities and differences between life in this country and life in other countries
- Explore the natural world around them
- Recognise some environments that are different from the one in which they live
- Understand the effect of changing seasons on the natural world around them

Future learning (Year 1)

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and name its surrounding seas
- Understand geographical similarities and differences, through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- Identify seasonal and daily weather patterns in the UK, and the location of hot and cold areas of the world in relation to the equator and the North and South Poles



Within each EYFS year group some knowledge and skills may need to be discretely planned and taught. This should be through both child-initiated learning opportunities and, where relevant, adult discrete teaching. The grid below provides ideas and suggestions for ways in which continuous provision can be developed and enhanced to support the foundations for learning in Year 1.



Small-world animals

- Arrange animals by continent. Display a map of the world showing the continents and oceans. When children access the animals and tidy them away, discuss the continent each animal lives on, building children's geographical vocabulary. Extend learning by researching the habitats of animals that children are interested in.



Construction

- Display pictures of well-known British landmarks from each of the four countries of the UK. Children may spontaneously choose to replicate some of the landmarks using construction materials. Adults can model this. Display a map of the UK next to the construction area. Have smaller pictures of the landmarks and place them on the map.

Interest table/Curiosity Cube

- Display postcards from the classes' travels and other children/people within the school, including artefacts of interest from different cultures.

Core vocabulary (exposure, not fully memorised)

Continent, Europe, Asia, Africa, North America, South America, Australasia, Antarctica, ocean, Pacific, Atlantic, Indian, Arctic, Southern, country, United Kingdom, England, Wales, Northern Ireland, Scotland, beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, weather, city, town.

Understanding the world

- foundational knowledge in preparation for the key stage 1 programme of study for history

History

Prior learning (Nursery):

- Begin to make sense of their own life story and family's history

Current learning (Reception):

- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past

Future learning (Year 1)

- Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight, or events commemorated through festivals or anniversaries)
- The lives of significant individuals in the past who have contributed to national and international achievements; some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell)
- Significant historical events, people and places in their own locality



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Baby activity zone

- Resources for baby care, baby bathing, taking baby for walks and collate pictures of children with family when they were babies. Talk about how they have changed since then. Do they know anything about parents/carers when they were younger? Arrange a visit from a parent and baby.



Class-made books

- Create class-made books, using photos of how the class have changed since they were babies. Talk about how they have changed since then. Do they know anything about parents/carers when they were younger?

Interest table/Curiosity Cube

- Different/interesting artefacts from the past such as old cameras, mobile phones, video/cassette tapes.



Core vocabulary (exposure, not fully memorised)

Past, future, now, history, present, historical, century, timeline, change.

Understanding the world

- foundational knowledge in preparation for the key stage 1 programme of study for science

Science

Prior learning (Nursery):

- Use all their senses in hands-on exploration of natural materials
- Explore collections of materials with similar and/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 cycles of a plant and an animal
- Begin to understand the need to respect and care for the natural environment and all living things
- Explore and talk about different forces they can feel
- Talk about the differences between materials and changes they notice

Current learning (Reception):

- Describe what they see, hear and feel whilst outside
- Explore the natural world around them
- Understand the effect of changing seasons on the natural world around them
- Changing states of matter



Future learning (Year 1)

- 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
- 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)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- 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
- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies



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Exploration station / exploration rucksacks

- Provide standard equipment for observing, measuring and exploring artefacts that are human-made or found in nature, e.g. magnifiers, torches, ruler, microscope
- Rucksack should contain key equipment from the exploration station, which children can take around the outdoor learning environment. Can include clipboards with bug hunt, bird hunt, etc, sheets. Also include specimen pots to bring back to the exploration station for more in-depth observation.
- Arrange small-world animals by habitat; provide items to create appropriate habitats



Growing area

- Parts of a plant, habitats, what plants need to grow
- Respect for living things



Keeping animals

- Habitats and what animals need to survive. Body parts on the animal compared with those on a human. Respect for living things.



Creative area, malleable, construction, woodwork

- Provide a wealth of materials to support exploring properties of materials.
- Consider 2D and 3D approaches, both small and large scale.



Core vocabulary (exposure, not fully memorised)

Common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). Common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets. Habitat, environment, main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth). The names of materials and properties such as: hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/not waterproof, absorbent/not absorbent, opaque/transparent.

Expressive arts and design

- foundational knowledge in preparation for the key stage 1 programme of study for art

Art

Prior learning (Nursery):

- Explore different materials freely, to develop their ideas about how to use them and what to make
- Develop their 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 begin to use these shapes to represent objects
- Draw with increasing complexity and detail, such as representing a face with a circle and including details
- Use drawing to represent ideas like movement or loud noises
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc
- Explore colour and colour mixing
- Show different emotions in their drawings – happiness, sadness, fear, etc

Current learning (Reception):

- 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



Future learning (Year 1)

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work



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Painting

- How to use types of paint (powder/poster/watercolour)
- How to mix colours
- Selection of appropriate brushes



Creative area

- Provide a variety of resources – 2D and 3D, joining techniques, variety of tools for mark making (chalks, pastels, pencils, etc). Give an introduction to different artists approaches/ techniques, opportunities to explore approaches/techniques.
- Adults to model/support with artistic responses to movement/loud noises
- Adults to articulate preferences towards art and support/scaffold further conversations with children
- Adults promote individualised expression with art materials



Malleable

- Provide opportunities for children to explore a variety of malleable resources such as salt dough, plasticine, cloud dough.



Loose parts / transient art

- Provide a variety of materials – natural and manmade – taking into account texture/ shape/size
- Provide opportunities to create structures on a large/small scale.



Core vocabulary (exposure, not fully memorised)

Colour, pattern, texture, line, shape, form, space, primary colours, thin, thick, light, dark, strong, soft, hard, narrow, fine, pattern, line, shape, light, dark, bright, dull colourful, sculpture, model, fold, bend, attach, texture, fabric, sew, weave, collage, layers.

Expressive arts and design

D&T

- foundational knowledge in preparation for the key stage 1 programme of study for D&T

Prior learning (Nursery):

- Use all their senses in hands-on exploration of natural materials
- Explore collections of materials with similar and/or different properties
- Talk about what they see, using a wide vocabulary
- Explore how things work
- Explore different materials freely, to develop their ideas about how to use them and what to make
- Develop their own ideas and then decide which materials to use to express them
- Join different materials and explore different textures
- Make imaginative and complex "small worlds" with blocks and construction kits, such as a city with different buildings and a park

Current learning (Reception):

- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Create collaboratively, sharing ideas, resources and skills



Future learning (Year 1)

- Design purposeful, functional, appealing products for themselves and other users, based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria
- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products



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Construction

- Provide opportunities to construct on a small and large scale.
- Model planning constructions before building. Scaffolding and supporting conversations around adaptations and the reasons behind them.



Woodwork

- Support children with appropriate use of the woodwork area.
- Provide a variety of materials to create with.



Loose parts

- Provide opportunities to construct on a small and large scale.
- Provide a variety of materials to create with.



Water play

- Provide opportunities to transport/move water on a small and large scale.



Core vocabulary (exposure, not fully memorised)

Join, make, build, fix, combine, construct, attach, explore, texture, change, adapt.

Expressive arts and design

- foundational knowledge in preparation for the key stage 1 programme of study for music and drama

Music and Drama

Prior learning (Nursery):

- Take part in simple pretend play, using an object to represent something else, even though they are not similar
- Begin to develop complex stories using small-world equipment like animal sets, dolls and dolls houses
- Make imaginative and complex "small worlds" with blocks and construction kits, such as a city with different buildings and a park
- 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 ("pitch match")
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs
- Create their own songs or improvise a song around one they know
- Play instruments with increasing control to express their feelings and ideas

Current learning (Reception):

- Listen attentively, move to and talk about music, expressing their feelings and responses
- Watch and talk about dance and 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

Future learning (Year 1)

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the interrelated dimensions of music



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Music area

- Many musical materials of a high quality, representing different cultures are provided. Adults model how to correctly use the instruments.
- Adults engage in music making and singing activities.



Stage area

- Provide a variety of open-ended costumes and props to support performance.



Role play

- Open-ended materials and resources are provided to support the theme of role play.
- Culturally diverse resources are provided, where appropriate.
- Adults ensure that the role play area has been appropriately modelled with children. For example, adult initially takes on role of shopkeeper.



Small world



Core vocabulary (exposure, not fully memorised)

Sing, perform, music, tone, pitch, pace, song, tune, rhythm, loud, quiet, soft, narrative, storyline, act, performance, stage, costumes, characters, parts.

Physical development

PE

- foundational knowledge in preparation for the key stage 1 programme of study for PE

Prior learning (Nursery):

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills
- Go up steps and stairs, or climb apparatus, using alternate feet
- Skip, hop, stand on one leg and 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 be able to use and remember sequences and patterns of movements that are related to music and rhythm
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width

Current learning (Reception):

- Revise and refine the fundamental movement skills they have already acquired:
 - rolling
 - crawling
 - walking
 - jumping
 - running
 - hopping
 - skipping
 - climbing
- Progress towards a more fluent style of moving, with developing control and grace
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Develop overall body strength, balance, co ordination and agility
- Further develop and refine a range of ball skills, including throwing, catching, kicking, passing, batting, and aiming
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball

Future learning (Year 1)

- Master basic movements, including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns



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Climbing

- Support children in taking calculated risks when using equipment
- Equipment does not necessarily have to be something static or bought for purpose but could be created by the children, such as milk crates and planks



Loose parts

- Encourage children to devise more elaborate structures and assault courses that are stable and safe enough for them and their friends to play with
- Help children to devise scenarios and rules for the games they play on their structures and support them to resolve differences of opinion

Physical Equipment



Learning to ride a two-wheeled bike

- Provide a space in the outdoor area where children can learn to ride a two-wheeled bike
- Include safety helmets and a whiteboard for children to write their name if they would like a turn
- Once children can ride a two-wheeled bike, encourage them to develop obstacle courses to cycle around.
- Arrange for children to spend some supervised time in a larger playground from time to time if there isn't enough space in the EYFS outdoor area
- Include timers and resources to record and compare timings
- Discuss safety aspects of riding a bike, including daily checks (brakes, chain, etc)



Core vocabulary (exposure, not fully memorised)

Balance, climb, roll, crawl, walk, jump, run, hop, skip, climb, travel, move, body strength, co-ordination, agility, co-ordination, apparatus, throw, catch, kick, pass, bat, aim, confidence, competence, precision accuracy.