



ST MARY'S CATHOLIC PRIMARY SCHOOL

New EYFS Framework and links to National Curriculum Areas

Literacy & Communication & Language

Statutory Educational Programme:

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Reading	Phonics	<p>Autumn Phase 2</p> <ul style="list-style-type: none"> • Children can give the sound when shown any Phase 2 letter. • Children can find any Phase 2 letter when given the sound. • Children can sound out and blend vc and cvc words. • Children can read Phase 2 high frequency words and tricky words. 	<p>Links to ELG's:</p> <p>Listening & Attention 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.</p> <p>Speaking 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</p>
		<p>Spring / Summer 1 Phase 3</p> <ul style="list-style-type: none"> • Children can give the sound when shown Phase 2 and Phase 3 graphemes. • Children can find any Phase 2 or Phase 3 grapheme when given the sound. • Children can blend and read words with Phase 2 and Phase 3 graphemes. • Children can segment and make a phonetically plausible attempt at spelling words with Phase 2 and Phase 3 graphemes. • Children can read Phase 2 and Phase 3 high frequency words and tricky words. • Children can start to spell some high frequency words and tricky words 	
		<p>Summer 2 Phase 4</p> <ul style="list-style-type: none"> • Children can blend and read words with adjacent consonants eg. cr / bl • Children can segment and spell words containing adjacent consonants. • Children can read Phase 2, Phase 3 and Phase 4 high frequency words and tricky words. 	

Word Reading	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter/sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. 	<p>experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Literacy</p> <ul style="list-style-type: none"> - 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.
Comprehension	<ul style="list-style-type: none"> • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> -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.

Writing	<p>Autumn 1</p> <ul style="list-style-type: none"> Shows a preference for a dominant hand. Hears and says the initial sound in words. Begins to link sounds to letters, naming and sounding the letters of the alphabet Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Begins to form identifiable letters. Write own name Exploring and using mark making tools <p>Autumn 2</p> <ul style="list-style-type: none"> Begins to use anticlockwise movement and retrace vertical lines. Begins to segment the sounds in simple words and blend them together. Further develop letter formation. Writes own name and other things such as labels, captions. <p>Spring 1 / 2</p> <ul style="list-style-type: none"> Continues to write labels and captions Attempts to write short sentences in meaningful contexts. Begins to break the flow of speech into words. Begins to use fingers spaces to separate words <p>Summer 1</p> <ul style="list-style-type: none"> Begins to write simple sentences Uses fingers spaces more consistently Begins to use a capital letter at the beginning of a piece of work <p>Summer 2</p> <ul style="list-style-type: none"> Writes simple sentences applying their phonics knowledge (phase 2-4) Uses fingers space independently and more consistently Continues to develop understanding of capital letters and full stops. Letter formation and orientation becomes more consistent Begins to re-read sentences back 	<p>Links to ELG's</p> <ul style="list-style-type: none"> 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. <p>Fine Motor</p> <ul style="list-style-type: none"> 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, paint brushes and cutlery Begin to show accuracy and care when drawing.
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Maths

<p>Statutory Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	
<p>Cardinality and counting</p> <ul style="list-style-type: none"> Counting, saying number words in sequences Counting, tagging each object Counting knowing the last number counted is the total so far Subitising, recognising small quantities without having to recount Numeral meanings matching numerals with things Conservation of number, the amount stays the 	<p>Links to ELG's:</p> <p>Number</p> <ul style="list-style-type: none"> 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

Comparison

- More than less than
- Identify groups with the same amount of things
- Compare numbers and reasoning
- One more/ one less relationship between counting numbers

Composition

- Part whole, identifying smaller numbers within a number
 - Inverse operations partition and recombining
 - Partitioning into different pairs of numbers
- Partitioning into more than 2 numbers
- Number bonds which pairs make a given number

Pattern

- Continuing an AB pattern
- Copying an AB pattern
- Create an AB pattern
- Spotting errors in an AB patterns
- Continuing an ABC pattern
- Continuing a pattern that ends mid unit
- Making their own ABB, ABBC patterns
- Symbolising the unit structure
- Generalising structures to another context or mode
- Making a pattern that repeats around a circle Pattern spotting around us

Measures

- Recognising attributes
- Comparing amounts of continuous quantities
- Show awareness of comparison in estimating and predicting
- Compare indirectly
- Recognising the relationship between size and number of units
- Begin to use units to compare things
- Begin to use time to sequence events Begin to experience specific time durations

Shape and space

- Developing spatial awareness experiencing different view points
 - Developing spatial vocabulary
 - Representing spatial relationships
- Shape awareness, developing shape awareness through construction
- Identifying similarities between shapes
- Showing awareness of properties of shape
- Describing properties of shape
- Developing an awareness of relationships between shapes

other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Pattern

- 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

Statutory Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives ⁷ . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.	
Evaluating and Improving	In all areas children will be taught to give feedback to their peers and how to receive it. (What they liked and didn't like, what can be improved). This will be evident in PE sessions and during continuous provision.
Health and Fitness	Understand the importance for good health of physical exercise, healthy diet and talk about different ways to keep healthy and safe.
Dance	Move freely and with pleasure and confidence in a range of ways. Experiments with different ways of moving. Complete simple sequences to different stimulus.
Gymnastics	Move freely and with pleasure and confidence in a range of ways including, rolling, floor shapes, ways of travel. Experiments with different ways of moving. Jumps off an object and lands appropriately. Stand on one foot to hold a balance. Climbs and moves across equipment safely.
Games and Multi-skills	Move freely using suitable spaces and speed or direction to avoid obstacles. Catch a large ball. Demonstrate good control and co-ordination in large and small spaces. Pass a ball (two handed throwchest pass) Kick a ball along the floor. Dribble/walk with a ball at feet with some control. Throw under and overarm in a general direction. Catch a variety of different sized balls when bounced or thrown.
Links to ELG's: Gross Motor Skills Children at the expected level of development will: - 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. Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Being Imaginative and Expressive Children at the expected level of development will: - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music	

Music

<p>Statutory Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>		
Singing	<p>To begin to build a repertoire of songs and dances.</p> <ul style="list-style-type: none"> • To use the voice to make loud and quiet sounds. • Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<p>Links to ELG's: Sing a range of well-known nursery rhymes and songs.</p>
Listening	<p>To listen and respond to music through movement.</p> <ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen attentively, move to and talk about music, expressing their feelings and responses. 	<p>Links to ELG's: 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;</p> <p>- Make comments about what they have heard and ask questions to clarify their understanding;</p>
Composing	<p>To explore sounds made by percussion instruments.</p> <ul style="list-style-type: none"> • To explore different pitches. • Create collaboratively sharing ideas, resources and skills. • 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. 	<p>Links to ELG's: Invent, adapt and recount narratives and stories with peers and their teacher;</p>
Performing	<p>To explore sounds with different instruments</p> <ul style="list-style-type: none"> • To make and identify different dynamics e.g. loud and quiet. • To copy and create a simple pattern/rhythm. • To learn and perform a wide range of different songs and experiment with ways to change them. • Explore and engage in music making and dance, performing solo or in groups. 	<p>Links to ELG's: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

Art

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Appreciating and Reflecting	<p>Begin to talk about art and artists, and how it makes them feel, sharing their opinions and respecting different people's views</p>	<p>Links to ELG's Creating with Materials Children share their creations, explaining the processes they have used.</p>
Drawing	<p>Enjoy using a variety of media.</p> <ul style="list-style-type: none"> *Draw on different surfaces and coloured paper. *Produce lines of different thickness using a pencil. *Start to produce different patterns and textures from observations, imagination and illustrations. 	<p>Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Fine Motor Begin to show accuracy and care when drawing.</p>
Painting	<ul style="list-style-type: none"> *Enjoy using a variety of tools including different size brushes and tools i.e. sponges, brushes, fingers, twigs. *Recognise and name the primary colours being used. *Explore the mixing of colours and what happens when we mix two colours together. *Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. 	
Sculpture	<ul style="list-style-type: none"> *Enjoy a range of malleable media such as clay, papier Mache, Salt dough. *Impress and apply simple decoration. 	

	<p>*Cut shapes using scissors and other modelling tools.</p> <p>*Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials (junk modelling).</p>	
Collage	<p>*Hold scissors and cut a range of materials.</p> <p>*Cut straight lines.</p> <p>*Tear paper into strips and simple shapes.</p> <p>*Apply adhesive and place glued surfaces together accurately.</p> <p>*Handling and manipulating a wide range of natural and made materials.</p>	<p>Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Fine Motor</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery;</p>
Textiles	<p>Enjoy playing with and using a variety of textiles and fabric.</p> <p>*Decorate a piece of fabric.</p> <p>*Show experience in simple weaving: paper, twigs.</p> <p>*Show experience in fabric collage: layering fabric.</p> <p>*Use appropriate language to describe colours, media equipment and textures</p>	<p>Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
Printing	<p>Enjoy taking rubbings: leaf, brick, coin.</p> <p>*Simple pictures by printing from objects.</p> <p>*Develop simple patterns by using objects.</p> <p>*Enjoy using stencils to create a picture</p>	<p>Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>- Share their creations, explaining the process they have used;</p>

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Design	<p>Can select appropriate resources.</p> <p>*Can use gestures, talking and arrangements of materials and components to show design</p> <p>*Can use represent their own ideas and thoughts, or those created by the teacher, through design and technology. *Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)</p>	<p>Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Speaking</p> <p>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p>

<p>Make</p>	<p>To be able to construct with a purpose and using a variety of resources. *Use simple tools and techniques to create own products. *Build and construct with a wide range of objects. *Be able to select tools & techniques to shape, assemble and join materials together. *Replicate given structures with materials / components. *Discuss how to make an activity safe and hygienic. *Understand different media can be combined for a purpose</p>	<p>Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Fine Motor Use a range of small tools, including scissors, paint brushes and cutlery;</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>
<p>Evaluate</p>	<p>Adapt work if necessary. *Dismantle, examine and talk about existing objects/structures. *Consider and manage some risks. *Practise some appropriate safety measures independently. *To be able to talk about how things work. *Look at similarities and differences between existing objects / materials / tools. *Show an interest in technological toys. *Be able to describe textures</p>	<p>Listening and Attention Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking 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.</p>
<p>Technical Knowledge – Materials and structures</p>	<p>*To be able to develop their own ideas through selecting and using materials and working on processes that interest them. *Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p>	<p>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;</p>
<p>Technical Knowledge - Textiles</p>	<p>*Begin to be interested in and describe the texture of things. *Experiments to create different textures</p>	<p>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;</p>

<p>Technical Knowledge – Food and Nutrition</p>	<p>*To begin to understand some food preparation tools, techniques and processes. *Practise stirring, mixing, pouring, blending. *Discuss how to make an activity safe and hygienic. *Discuss the use of my senses. *Understand the need for variety in food. *Begin to understand that eating well contributes to good health.</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>
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Geography

<p>Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>		
<p>Geographical Skills and fieldwork</p>	<p>Children will talk about the features of their home/school location and how different environments might vary from one another. Know that an atlas and a globe give information about the world. Using simple observational skills, children are able to talk about the features of their home/school location and how different environments might vary from one another. Children know about similarities and differences in relation to places, objects, materials and living thing Children will mark make journeys. Make maps of imaginary places from known stories. Children will begin to describe their relative position such as ‘behind’ or ‘next to’</p>	<p>Links to ELG’s People Culture and Communities Children at the expected level of development will: -Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction 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>
<p>Human and Physical Features</p>	<p>Using simple observational skills children are able to talk about the features of their home/school location and how different environments might vary from one another.</p>	
<p>Locational Knowledge</p>	<p>Know that an atlas and a globe give information about the world. Children will talk about the features of their home/school location and how different environments might vary from one another. Use basic geographical vocabulary</p>	
<p>Weather</p>	<p>Investigating patterns Use globe, atlas, and map. Discuss seasons. Introduce daily weather task . Discuss how weather is different around the world. What is weather like where we live? Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	

History

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Constructing the Past	The learning in EYFS is an introduction to topics studied more fully in KS1. Focus is on understanding of the children's own history and very recent past events which have impacted themselves and their families. Identifying that things from the past might be different from today	<p>Links to ELG's</p> <p>Past and Present Children at the expected level of development will: - 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.</p> <p>Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>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</p>
Sequencing the past/chronology	Identifying that things have happened in the past, relating to themselves and within living memory Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents. Use of class timeline mapping class events	
Continuity and change	Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc. Transition	
Cause and effect	Identifying that certain choices have a consequence to them. – Link to RE UN Goals	
Significance and interpretation	Understanding that some events and people from history are important because they have achieved something or had an effect – Remembrance Day,, Guy Fawkes. Captain Tom Moore, Links to Blacks History Month	
Historical Enquiry	Starting to ask simple questions about people or events from within living memory. Parents, Grandparents	
Using Historical sources	Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place.	
Use of vocabulary	Simple words to describe the passing of time – e.g. 'past' 'before' 'now' 'then'	

Computing

Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.		
Computer Science Control and Programming	Role play with a variety of electronic toys and old toy remote controls/mobile phones etc. Explore outcomes when individual buttons are pressed on a robot (beebot) Choose and use appropriate role play electronic toys (tills) Begin to be aware of and have opportunities to use computer-controlled devices in the outside world (pelican crossing, hand dryers, automatic doors, supermarket technology) With help, record voice using various devices, recorder, microphone.	No ELG links
Digital Literacy Text Processing and Multimedia	Begin to understand that in addition to touch screens, a keyboard and mouse are tools for navigating a computer and entering text. Use a keyboard (with support) and notice the	

	effect on screen. With support type simple words, their name etc.	
Graphic Package	Use the tools in simple painting programs (eg brush, fill tool, colour selection, stamp) on a whiteboard or interactive screen. Use an object based graphics program to create a scene by dragging objects into a place on a background. Take a photo of their work	
Sound and Music	Use simple buttons to play back recorded sounds (on computer) Explore ways of making and listening to sounds using simple programs, age appropriate apps)	
Information Technology Research	With help, search for and choose images from the internet. With support, use websites to locate a small amount of information. With support, enter text into search engines to find specific given websites. Use QR codes to navigate to specific websites. With help use appropriate buttons and menus to navigate websites.	
Internet Safety	Know there are online safety rules to follow. Know that their own logins for web based online learning are personal and should not be shared. Tell someone if they view content they think is inappropriate or upsetting. Start to know how they can minimise the screen. Know they can share their content with others. (eg printing) Know to tell a trusted adult if anyone asks them to do something that makes them feel sad, embarrassed or upset. Understand that some people can be unkind online.	

Science

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Plants	Through exploration in continuous provision, supported by teaching, trips and experiences, Plant, tree Name common everyday/seasonal plants Name plants found in our school grounds Naming basic parts of a plant and the life cycle	Links to ELG’s The Natural World: Children at the expected level of development will: - 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.
Animals, including humans	Through exploration in continuous provision (small world), supported by teaching, trips and experiences, Naming lots of animals – farm, arctic, zoo, pets animals. Animal parts - head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, fur	
Materials and their properties	Material – wood, plastic, metal.	
Seasonal Changes	Be aware of day, night, midnight. Name seasons – Spring, Summer, Autumn, Winter Be aware of different weather conditions– wind, rain, snow, fog, sun, hot, warm, cold.	
Living things and their habitats	Identify we can see in immediate environment – for example, worms burrowing and living things outside.	