

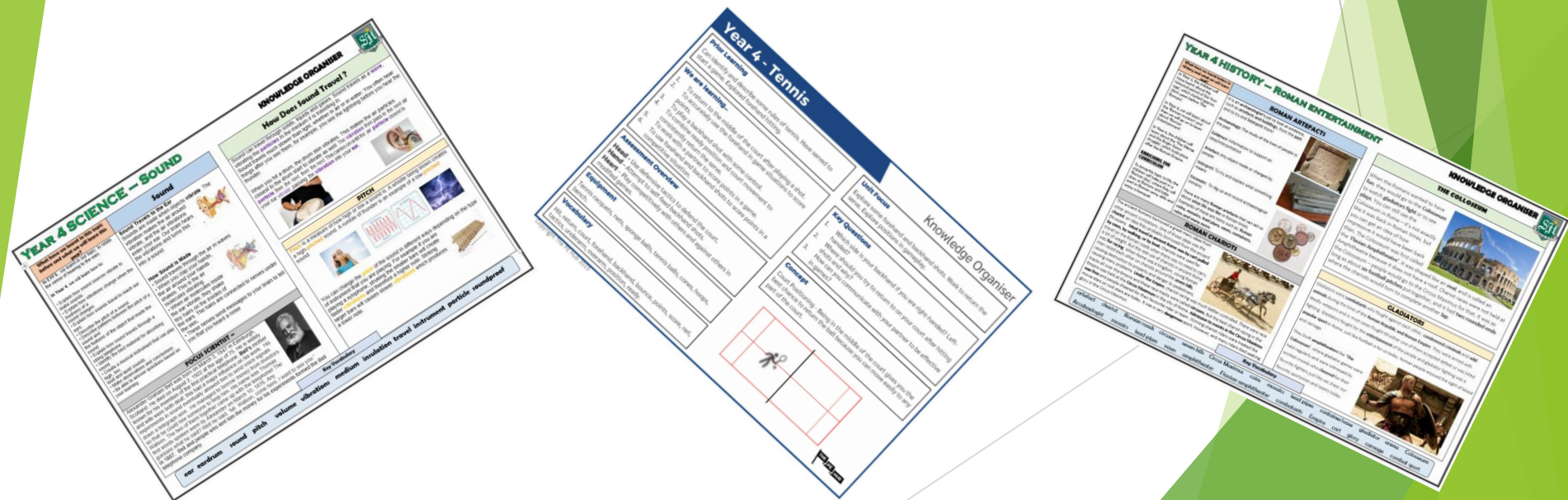
EYFS

Knowledge Organisers



At South Hill, we have created 'Knowledge Organisers' to help pupils and parents to know what the children will be learning in each of our Foundation subjects. These contain essential vocabulary and facts for each topic.

Please see 'Knowledge Organisers' attached for EYFS for the key areas of learning.




EYFS – BUILDING BLOCKS TO ART

KNOWLEDGE ORGANISER



| What will we learn about next? | EYFS AND THE EARLY LEARNING GOALS |
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| <p>In Year 1, we will</p> <ul style="list-style-type: none"> draw using pencils and crayons to create mood and an expression of self name primary and secondary colours and paint something we can see print using various materials weave with fabric and model with clay or dough sort threads and fabric by texture refine collage skills Use IT to create and edit a picture | <p>The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #4a7ebb; color: white; padding: 5px; border-radius: 5px;">Literacy</div> <div style="background-color: #e31a1c; color: white; padding: 5px; border-radius: 5px;">Mathematics</div> <div style="background-color: #70ad47; color: white; padding: 5px; border-radius: 5px;">Understanding the World</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="background-color: #fdd835; padding: 5px; border-radius: 5px;">Communication and Language</div> <div style="background-color: #673ab7; color: white; padding: 5px; border-radius: 5px;">Expressive Arts and Design</div> </div> <div style="background-color: #e67e22; padding: 5px; border-radius: 5px; text-align: center; margin-top: 10px;">Personal Social and Emotional Development</div> <p>The most relevant statements for Art are taken from the following areas of learning and these will help to form the building blocks to our Art curriculum to enable children to succeed throughout the school:</p> <ul style="list-style-type: none"> Physical Development Expressive Arts and Design |
| WHAT DOES THIS LOOK LIKE IN THE EARLY YEARS CLASSROOM? | |
| <ul style="list-style-type: none"> Children will be given opportunities to explore art in both teacher led and child initiated learning, using both the indoor and outdoor environments. Children will study different artists and create art inspired by their work. Children will use a variety of tools and materials to create pictures and models. They will be encouraged to plan what they are going to create and what they are going to use to achieve this. Children will be encouraged to develop their creations through experimenting and finding ways to improve their work. Children will learn skills such as observational drawing, joining materials and colour mixing. Children will take part in daily fine motor activities to develop their hand eye co-ordination and strengthen their hand muscles in order to use tools effectively. | |

| RECEPTION LEARNING- DURING THE YEAR |
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| <p>PHYSICAL DEVELOPMENT</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility.  |
| <p>EXPRESSIVE ARTS AND DESIGN</p> <ul style="list-style-type: none"> 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. |
| EARLY LEARNING GOALS- EXPECTATIONS BY THE END OF THE YEAR |
| <p>PHYSICAL DEVELOPMENT - Fine Motor Skills</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, paintbrushes and cutlery. Begin to show accuracy and care when drawing. |
| <p>EXPRESSIVE ARTS AND DESIGN – Creating with materials</p> <ul style="list-style-type: none"> 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. |

Key Vocabulary

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|-----|--------|--------|-------------------|----------|---------------|--------------|---------|--------|---------|---------|
| Art | design | artist | fine motor skills | scissors | tweezers | muscles | hand | pencil | grip | fingers |
| | paper | card | paintbrush | colour | colour mixing | colour names | texture | plan | improve | |

EYFS – BUILDING BLOCKS TO COMPUTING

KNOWLEDGE ORGANISER



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| What will we learn about next? | EYFS AND THE EARLY LEARNING GOALS |
| In Year 1, we will <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about context or contact on the internet or other online technologies | The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;"> <div style="background-color: #4a7ebb; color: white; padding: 5px; border-radius: 5px;">Literacy</div> <div style="background-color: #e31a1c; color: white; padding: 5px; border-radius: 5px;">Mathematics</div> <div style="background-color: #70ad47; color: white; padding: 5px; border-radius: 5px;">Understanding the World</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;"> <div style="background-color: #f1c232; color: white; padding: 5px; border-radius: 5px;">Communication and Language</div> <div style="background-color: #663399; color: white; padding: 5px; border-radius: 5px;">Expressive Arts and Design</div> </div> <div style="background-color: #f4a460; color: white; padding: 10px; border-radius: 10px; text-align: center; margin: 10px 0;"> Personal Social and Emotional Development </div> <p>The most relevant statements for Computing are taken from the following areas of learning and these will help to form the building blocks to our Computing curriculum to enable children to succeed throughout the school:</p> <ul style="list-style-type: none"> Personal, Social and Emotional Development Physical Development Expressive Arts and Design |
| WHAT DOES THIS LOOK LIKE IN THE EARLY YEARS CLASSROOM? | <ul style="list-style-type: none"> Children will explore software such as Purple Mash and Numbots. They will use programming software such as Beebots. Ipads will be available for children to use throughout continuous provision, to access games and programmes to support the curriculum. Children will regularly review online safety and build a deep understanding of how to be safe when using the internet and sensible amounts of screen time. |

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| RECEPTION LEARNING- DURING THE YEAR | |
| PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT <ul style="list-style-type: none"> Show resilience and perseverance in the face of a challenge | |
| PHYSICAL DEVELOPMENT <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'. | |
| EXPRESSIVE ARTS AND DESIGN <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings | |

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| EARLY LEARNING GOALS- EXPECTATIONS BY THE END OF THE YEAR | |
| PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT – Managing Self <ul style="list-style-type: none"> 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. | |
| EXPRESSIVE ARTS AND DESIGN – Creating with Materials <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | |

Key Vocabulary

| | | | | | | | | |
|--------------|--------------|----------|--------|----------|------------|-------------------|-------------|-----------|
| resilience | perseverance | computer | tablet | ipad | technology | fine motor skills | screen time | TV |
| independence | wrong | right | safe | e-safety | parent | teacher | health | wellbeing |

EYFS – BUILDING BLOCKS TO GEOGRAPHY

KNOWLEDGE ORGANISER




| What will we learn about next? | EYFS AND THE EARLY LEARNING GOALS |
|---|--|
| <p>In Year 1, we will</p> <ul style="list-style-type: none"> observe, discuss and make predictions about weather be able to explain key features of a hot/cold place be able to explain season changes and the effect on humans use different resources to answer questions be able to identify the four countries of the UK and find where we live on a map name key places on a globe/map | <p>The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #4a7ebb; color: white; padding: 5px; border-radius: 5px;">Literacy</div> <div style="background-color: #e31a1c; color: white; padding: 5px; border-radius: 5px;">Mathematics</div> <div style="background-color: #70ad47; color: white; padding: 5px; border-radius: 5px;">Understanding the World</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="background-color: #fdd835; padding: 5px; border-radius: 5px;">Communication and Language</div> <div style="background-color: #673ab7; color: white; padding: 5px; border-radius: 5px;">Expressive Arts and Design</div> </div> <div style="background-color: #e67e22; color: white; padding: 10px; border-radius: 10px; text-align: center; margin-top: 10px; font-weight: bold;">Personal Social and Emotional Development</div> |
| | <p>The most relevant statements for Geography are taken from the following area of learning and these will help to form the building blocks to our Geography curriculum to enable children to succeed throughout the school:</p> <ul style="list-style-type: none"> Understanding the World |

RECEPTION LEARNING- DURING THE YEAR

UNDERSTANDING THE WORLD

- 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 to the one in which they live.




EARLY LEARNING GOALS- EXPECTATIONS BY THE END OF THE YEAR

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

- 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.

Key Vocabulary

| | | | | | | | | | |
|--------|--------|---------|--------|---------------|-------------|------------|------------|---------|---------|
| map | world | country | nature | natural world | environment | similarity | difference | changes | seasons |
| Autumn | Winter | Spring | Summer | weather | temperature | habitat | compare | local | |

EYFS – BUILDING BLOCKS TO HISTORY



RECEPTION LEARNING- DURING THE YEAR

UNDERSTANDING THE WORLD

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



The Building Blocks of Corporate Innovation

LEARNING GOALS- EXPECTATIONS BY THE END OF THE YEAR

UNDERSTANDING THE WORLD – Past and Present

- Talk about the lives of 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.



What will we learn about next? EYFS AND THE EARLY LEARNING GOALS

- In Year 1, we will
- put items in chronological order
 - look at changes to ourselves since we were born
 - understand that some celebrations now are because of historical events
 - explore the Monarchy
 - ask and answer questions about old/new objects

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.



The most relevant statements for History are taken from the following area of learning and these will help to form the building blocks to our History curriculum to enable children to succeed throughout the school:

- Understanding the World

WHAT DOES THIS LOOK LIKE IN THE EARLY YEARS CLASSROOM?

- Children will explore the past by looking at their own time line and what was different in the past when they were a baby, to now.
- They will explore the lives of those familiar to them and think about what was different when their parents and grandparents were growing up. Children will be encouraged to ask questions and engage in conversation.
- Stories will be shared that link to the past and encourage discussion to look at similarities and differences.
- Children will look at settings, characters and events that take place in stories set in the past.
- Through topics and interests, children will explore the past by looking at dinosaurs, fairytales and how people lived in the past, for example.

Key Vocabulary

- past present similarities differences settings characters old new
 events dinosaurs society then now roles history

EYFS – BUILDING BLOCKS TO MATHS

What will we learn about next?

In Year 1, we will

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero

EYFS AND THE EARLY LEARNING GOALS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

Literacy

Mathematics

Understanding the World

Communication and Language

Expressive Arts and Design

Personal Social and Emotional Development

The most relevant statements for Maths are taken from the following areas of learning and these will help to form the building blocks to our Maths curriculum to enable children to succeed throughout the school:

- Communication and Language
- Mathematics


RECEPTION LEARNING- DURING THE YEAR

COMMUNICATION AND LANGUAGE

- Learn new vocabulary.
- Use new vocabulary throughout the day.
- Link the number symbol (numeral) with its cardinal number value.

MATHEMATICS

- Count objects, actions and sounds.
- Count beyond ten.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-10.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Compare length, weight and capacity.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can.
- Draw information from a simple map.
- Continue, copy and create repeating patterns.




EARLY LEARNING GOALS- EXPECTATIONS BY THE END OF THE YEAR

COMMUNICATION AND LANGUAGE- Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

MATHEMATICS

- Verbally count beyond 20, recognising the pattern of the counting system.
- Subitise (recognising quantities without counting) up to 5.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Have a deep understanding of numbers to 10, including the composition of each number.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.



- WHAT DOES THIS LOOK LIKE IN THE EARLY YEARS CLASSROOM?**
- Children will take part in daily adult led maths activities, planned following the Herts Essentials document (supplemented by White Rose), in line with the rest of the school.
 - Children will be encouraged to notice amounts around them and will be taught how to subitise.
 - Maths areas will be stocked with a variety of concrete resources for children to access independently. Opportunities to practise problem solving, mathematical language and calculations will be underpinned throughout the provision.
 - Mathematical learning will be encouraged throughout the provision both indoors and out.
 - Children will be encouraged to use mathematical language during their independent learning, for example talking about capacity in the water or sand trays and length and size when using the construction area.

Key Vocabulary

| | | | | | | | | | |
|--------|----------|----------|--------|-------------|------------|-------------|----------|----------|-------------|
| Maths | counting | number | object | action | sound | subitise | one more | one less | consecutive |
| length | weight | capacity | shape | even number | odd number | number bond | pattern | doubles | |

EYFS – BUILDING BLOCKS TO MUSIC

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| <p>What will we learn about next?</p> <p>In Year 1, we will</p> <ul style="list-style-type: none"> develop stage presence and performance to audience be able to clap out different rhythmic patterns explore making different sounds with our voices and instruments copy sounds and recognise changes in sounds respond to the mood in music articulate how a piece of music makes us feel | <p>EYFS AND THE EARLY LEARNING GOALS</p> <p>The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #4a7ebb; color: white; padding: 5px; border-radius: 5px;">Literacy</div> <div style="background-color: #e31a1c; color: white; padding: 5px; border-radius: 5px;">Mathematics</div> <div style="background-color: #70ad47; color: white; padding: 5px; border-radius: 5px;">Understanding the World</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="background-color: #f1c232; padding: 5px; border-radius: 5px;">Communication and Language</div> <div style="background-color: #662d91; color: white; padding: 5px; border-radius: 5px;">Expressive Arts and Design</div> </div> <div style="background-color: #e67e22; padding: 10px; border-radius: 10px; text-align: center; margin-top: 10px;"> <p>Personal Social and Emotional Development</p> </div> <p>The most relevant statements for Music are taken from the following areas of learning and these will help to form the building blocks to our Music curriculum to enable children to succeed throughout the school:</p> <ul style="list-style-type: none"> Communication and Language Physical Development Expressive Arts and Design |
| <p>WHAT DOES THIS LOOK LIKE IN THE EARLY YEARS CLASSROOM?</p> <ul style="list-style-type: none"> Children will learn nursery rhymes, poems and songs as part of the daily routine and focussed activities. Children will be encouraged to move to a variety of music from different genres, responding to the tempo and rhythm. They will listen to music, be encouraged to have an emotional response and express this in a creative way such as a piece of artwork or dance. | |

RECEPTION LEARNING- DURING THE YEAR

COMMUNICATION AND LANGUAGE


- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.

PHYSICAL DEVELOPMENT

- Combine different movements with ease and fluency.

EXPRESSIVE ARTS AND DESIGN

- 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.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.



EARLY LEARNING GOALS- EXPECTATIONS BY THE END OF THE YEAR

EXPRESSIVE ARTS AND DESIGN

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



Key Vocabulary

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|-----------------|------------|-------|--------|---------------|-------|-------|------------|--------|-------|----------|
| voice | instrument | solo | group | nursery rhyme | poem | song | rhymes | beat | clap | movement |
| collaboratively | listening | focus | melody | pitch | music | dance | performing | timing | pause | |

EYFS – BUILDING BLOCKS TO PE

KNOWLEDGE ORGANISER



| What will we learn about next? | EYFS AND THE EARLY LEARNING GOALS |
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| <p>In Year 1, we will</p> <ul style="list-style-type: none"> copy and repeat actions/skills; moving with care and control talk about their movements describe the effects of activity on their body move to music and copy, then sequence movements in time ball control in throwing, catching, kicking and rolling | <p>The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #4a7ebb; color: white; padding: 5px; border-radius: 10px;">Literacy</div> <div style="background-color: #e31a1c; color: white; padding: 5px; border-radius: 10px;">Mathematics</div> <div style="background-color: #70ad47; color: white; padding: 5px; border-radius: 10px;">Understanding the World</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="background-color: #f1c232; color: white; padding: 5px; border-radius: 10px;">Communication and Language</div> <div style="background-color: #6a3d9a; color: white; padding: 5px; border-radius: 10px;">Expressive Arts and Design</div> </div> <div style="background-color: #e67e22; color: white; padding: 5px; border-radius: 10px; text-align: center; margin-top: 10px;">Personal Social and Emotional Development</div> <p>The most relevant statements for PE are taken from the following areas of learning and these will help to form the building blocks to our PE curriculum to enable children to succeed throughout the school:</p> <ul style="list-style-type: none"> Personal Social and Emotional Development Physical Development Expressive Arts and Design |

WHAT DOES THIS LOOK LIKE IN THE EARLY YEARS CLASSROOM?

- Children take part in weekly PE lessons.
- They will be given opportunities to learn skills such as travelling, moving and jumping through Dance and Gymnastics sessions. They will be given the opportunity to build and develop their own sequences of movements.
- Children will learn ball skills such as rolling and passing, throwing, catching and kicking, using bean bags, large balls and small balls depending upon individual ability.
- Children will further develop gross motor skills using the variety of climbing apparatus in the school grounds as well as physical equipment in the outdoor area.
- Children will regularly take part in the Daily Mile.

Key Vocabulary

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|------------|---------|-------|-------|------|--------|--------|---------|-----------|----------|---------|-------|----|
| roll | run | crawl | hop | walk | skip | jump | climb | balance | position | posture | Dance | PE |
| Gymnastics | partner | solo | group | grip | muscle | indoor | outdoor | apparatus | movement | music | | |

RECEPTION LEARNING- DURING THE YEAR

PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT

- Manage their own needs.

PHYSICAL DEVELOPMENT

- Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.
- Develop overall body strength, balance, coordination and agility.
- Know and talk about the different factors that support overall health and wellbeing: - regular physical activity



EXPRESSIVE ARTS AND DESIGN

- 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.
- 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.
- Explore and engage in music making and dance, performing solo or in groups.

EARLY LEARNING GOALS- EXPECTATIONS BY THE END OF THE YEAR

PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT -Managing self and Building Relationships

- Be confident to try new activities and show independence, resilience and perseverance in the face of a 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.
- Work and play cooperatively and take turns with others

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.

EXPRESSIVE ARTS AND DESIGN- Being Imaginative and Expressive

- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



Reception- PSHE (1)

EYFS – BUILDING BLOCKS TO PSHE – DURING THE YEAR KNOWLEDGE ORGANISER



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| <p>What will we learn about next?</p> <p>In Year 1, we will follow the School's bespoke PSHE scheme, which may include themes such as 'Friendship'.</p> <p>We will also learn about 'Relationships' and 'Drugs' education including:</p> <ul style="list-style-type: none"> The lifecycle of a human Keeping ourselves clean Families are all different and unique Medicines and how these get into our bodies People who help us Healthy living | <p>EYFS AND THE EARLY LEARNING GOALS</p> <p>The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #4a7ebb; color: white; padding: 5px; border-radius: 5px;">Literacy</div> <div style="background-color: #e67e22; color: white; padding: 5px; border-radius: 5px;">Mathematics</div> <div style="background-color: #27ae60; color: white; padding: 5px; border-radius: 5px;">Understanding the World</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="background-color: #f1c40f; color: white; padding: 5px; border-radius: 5px;">Communication and Language</div> <div style="background-color: #9b59b6; color: white; padding: 5px; border-radius: 5px;">Expressive Arts and Design</div> </div> <div style="background-color: #f39c12; color: white; padding: 10px; border-radius: 10px; text-align: center; margin-top: 10px; font-weight: bold;"> Personal Social and Emotional Development </div> <p>The most relevant statements for PSHE are taken from the following areas of learning and these will help to form the building blocks to our PSHE curriculum to enable children to succeed throughout the school:</p> <ul style="list-style-type: none"> Communication and Language Personal, Social and Emotional Development Physical Development Understanding the World |
|---|--|

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

PHYSICAL DEVELOPMENT

- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
- Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal

UNDERSTANDING THE WORLD

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Recognise that people have different beliefs and celebrate special times in different ways.

COMMUNICATION AND LANGUAGE

- Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.
- Develop social phrases.

Key Vocabulary

- | | | | | | | | | |
|---------------------|-----------|---------------|--------------|---------|---------------|------------|---------------|--------------|
| speaking | listening | dress/undress | taking turns | friends | relationships | past | present | feelings |
| zones of regulation | people | family | behavior | wait | patience | resilience | determination | instructions |

EYFS – BUILDING BLOCKS TO PSHE END OF YEAR

KNOWLEDGE ORGANISER



| | |
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| What will we learn about next? | EYFS AND THE EARLY LEARNING GOALS |
| <p>In Year 1, we will follow the School's bespoke PSHE scheme, which may include themes such as 'Friendship'.</p> <p>We will also learn about 'Relationships' and 'Drugs' education including:</p> <ul style="list-style-type: none"> The lifecycle of a human Keeping ourselves clean Families are all different and unique Medicines and how these get into our bodies People who help us Healthy living | <p>The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #4a7ebb; color: white; padding: 5px; border-radius: 5px;">Literacy</div> <div style="background-color: #e67e22; color: white; padding: 5px; border-radius: 5px;">Mathematics</div> <div style="background-color: #27ae60; color: white; padding: 5px; border-radius: 5px;">Understanding the World</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="background-color: #f1c40f; color: white; padding: 5px; border-radius: 5px;">Communication and Language</div> <div style="background-color: #9b59b6; color: white; padding: 5px; border-radius: 5px;">Expressive Arts and Design</div> </div> <div style="background-color: #f39c12; color: white; padding: 10px; border-radius: 10px; text-align: center; margin-top: 10px; font-weight: bold;"> Personal Social and Emotional Development </div> <p>The most relevant statements for PSHE are taken from the following areas of learning and these will help to form the building blocks to our PSHE curriculum to enable children to succeed throughout the school:</p> <ul style="list-style-type: none"> Communication and Language Personal, Social and Emotional Development Physical Development Understanding the World |

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| PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT | |
| <p>SELF REGULATION</p> <ul style="list-style-type: none"> 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. | |
| <p>MANAGING SELF</p> <ul style="list-style-type: none"> 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. | |
| <p>BUILDING RELATIONSHIPS</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs. | |

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|-----------------------------------|--|
| COMMUNICATION AND LANGUAGE | |
| | <p>SPEAKING</p> <ul style="list-style-type: none"> Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. <p>LISTENING, ATTENTION AND UNDERSTANDING</p> <ul style="list-style-type: none"> 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. |

| | |
|--|---|
| PHYSICAL DEVELOPMENT | UNDERSTANDING THE WORLD |
| <p>GROSS MOTOR SKILLS</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. | <p>PAST AND PRESENT</p> <ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. |
| | |

| | | | | | | | | | |
|-----------------------|-----------|---------------|--------------|---------|---------------|------------|---------------|--------------|--|
| Key Vocabulary | | | | | | | | | |
| speaking | listening | dress/undress | taking turns | friends | relationships | past | present | feelings | |
| zones of regulation | people | family | behavior | wait | patience | resilience | determination | instructions | |

EYFS – BUILDING BLOCKS TO READING (1 OF 2)

KNOWLEDGE ORGANISER



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|---|--|
| <p>What will we learn about next?</p> <p>In Year 1, we will</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them. | <p>EYFS AND THE EARLY LEARNING GOALS</p> <p>The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #4a7ebb; color: white; padding: 5px; border-radius: 5px;">Literacy</div> <div style="background-color: #e31a1c; color: white; padding: 5px; border-radius: 5px;">Mathematics</div> <div style="background-color: #70ad47; color: white; padding: 5px; border-radius: 5px;">Understanding the World</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="background-color: #f1c232; padding: 5px; border-radius: 5px;">Communication and Language</div> <div style="background-color: #6a3d9a; color: white; padding: 5px; border-radius: 5px;">Expressive Arts and Design</div> </div> <div style="background-color: #e67e22; padding: 5px; border-radius: 5px; text-align: center; margin-top: 10px;"> Personal Social and Emotional Development </div> <p>The most relevant statements for Reading are taken from the following areas of learning and these will help to form the building blocks to our Reading curriculum to enable children to succeed throughout the school:</p> <ul style="list-style-type: none"> Communication and Language Literacy Expressive Arts and Design Understanding the World |
|---|--|

WHAT DOES THIS LOOK LIKE IN THE EARLY YEARS CLASSROOM?

- Children will listen to high quality stories, read aloud by an adult on a daily basis. They will be encouraged to respond and develop comprehension through questioning and role play and also using new vocabulary.
- 'Books We Love to Share' boxes will be available in each classroom to store key texts that will be shared again and again as a class and that children will also have access to.
- Children will have access to a class reading area, where topic books are displayed as well as a variety of other fiction and non fiction texts. Children will be able to use the puppets and props in the reading area to develop their own stories and narratives.
- Related stories and non fiction books will be displayed across the areas of provision to promote reading.

RECEPTION LEARNING- DURING THE YEAR

LITERACY

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Read a few common exception words matched to the school's phonic programme.
- Blend sounds into words, so that they can read short words made up of letter-sound correspondences.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

UNDERSTANDING THE WORLD

- Compare and contrast characters from stories, including figures from the past

EARLY LEARNING GOALS- EXPECTATIONS BY THE END OF THE YEAR

LITERACY

- 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.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- 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.

Key Vocabulary

| | | | | | | | | | | | | |
|--------|----------|-------|------|---------|-------------|-------|-----------|--------|----------|---------|-----------|-------|
| listen | talk | story | book | fiction | non-fiction | start | beginning | end | sing | text | character | rhyme |
| prop | material | poem | song | music | movement | words | retell | repeat | remember | predict | | |

EYFS – BUILDING BLOCKS TO READING (2 OF 2)

KNOWLEDGE ORGANISER



| | |
|--|---|
| <p>What will we learn about next?</p> <p>In Year 1, we will</p> <ul style="list-style-type: none"> • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word | <p>EYFS AND THE EARLY LEARNING GOALS</p> <p>The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #4a7ebb; color: white; padding: 5px; border-radius: 5px;">Literacy</div> <div style="background-color: #e67e22; color: white; padding: 5px; border-radius: 5px;">Mathematics</div> <div style="background-color: #27ae60; color: white; padding: 5px; border-radius: 5px;">Understanding the World</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="background-color: #f1c40f; color: white; padding: 5px; border-radius: 5px;">Communication and Language</div> <div style="background-color: #9b59b6; color: white; padding: 5px; border-radius: 5px;">Expressive Arts and Design</div> </div> <div style="background-color: #e67e22; color: white; padding: 5px; border-radius: 5px; margin-top: 10px; text-align: center;"> Personal Social and Emotional Development </div> <p>The most relevant statements for Reading are taken from the following areas of learning and these will help to form the building blocks to our Reading curriculum to enable children to succeed throughout the school:</p> <ul style="list-style-type: none"> • Communication and Language • Literacy • Expressive Arts and Design • Understanding the World |
| <p>WHAT DOES THIS LOOK LIKE IN THE EARLY YEARS CLASSROOM?</p> <ul style="list-style-type: none"> • Reading will be explicitly taught through daily Read, Write inc sessions, in line with the rest of the school. Children will be assessed regularly and learn in a small group tailored to meet their needs. • Children will learn phoneme, grapheme correspondence and how to blend these sounds to read words. Children will be taught the set 1 and 2 digraphs. • Children will read an appropriate reading book 1:1 with an adult each week and will also read books matched to their reading level during RWI sessions. | |

RECEPTION LEARNING- DURING THE YEAR

COMMUNICATION AND LANGUAGE

- 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.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Learn new vocabulary.
- Use new vocabulary throughout the day.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Engage in story times.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- 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.

EXPRESSIVE ARTS AND DESIGN

- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.

EARLY LEARNING GOALS- EXPECTATIONS BY THE END OF THE YEAR

COMMUNICATION AND LANGUAGE

- 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.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

EXPRESSIVE ARTS AND DESIGN

- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with their peers and their teacher.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

Key Vocabulary

- | | | | | | | | | | | | | |
|--------|----------|-------|------|---------|-------------|-------|-----------|--------|----------|---------|-----------|-------|
| listen | talk | story | book | fiction | non-fiction | start | beginning | end | sing | text | character | rhyme |
| prop | material | poem | song | music | movement | words | retell | repeat | remember | predict | | |

EYFS – BUILDING BLOCKS TO SCIENCE

KNOWLEDGE ORGANISER



| What will we learn about next? | EYFS AND THE EARLY LEARNING GOALS |
|---|---|
| <p>In Year 1, we will</p> <ul style="list-style-type: none"> talk about what we see/smell/touch/hear/taste perform and explain simple tests identify and classify items ask and answer scientific questions giving reasons record finding put information into charts use pictures, labels and captions to show work | <p>The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #4a86e8; color: white; padding: 5px; border-radius: 5px;">Literacy</div> <div style="background-color: #e91e63; color: white; padding: 5px; border-radius: 5px;">Mathematics</div> <div style="background-color: #8bc34a; color: white; padding: 5px; border-radius: 5px;">Understanding the World</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="background-color: #ffc107; color: white; padding: 5px; border-radius: 5px;">Communication and Language</div> <div style="background-color: #6f42c1; color: white; padding: 5px; border-radius: 5px;">Expressive Arts and Design</div> </div> <div style="background-color: #fd7e14; color: white; padding: 5px; border-radius: 5px; text-align: center; margin-top: 10px;">Personal Social and Emotional Development</div> <p>The most relevant statements for Science are taken from the following areas of learning and these will help to form the building blocks to our Science curriculum to enable children to succeed throughout the school:</p> <ul style="list-style-type: none"> Communication and Language Physical Development Understanding the World |

WHAT DOES THIS LOOK LIKE IN THE EARLY YEARS CLASSROOM?

- Children will be given the opportunity to explore a variety of scientific concepts through adult led sessions and the provision available to them.
- Children will be encouraged to explore the investigation areas, both inside and out, as well as water, sand, mud kitchen and the wider school grounds.
- Children will make predictions, test ideas and be encouraged to use communication skills to explain their findings.
- Children will take part in regular Forest Schools sessions and activities in the school grounds. They will observe, notice and comment on the natural world around them.
- Children will look at changes such as animal life cycles, freezing and melting and the seasons.

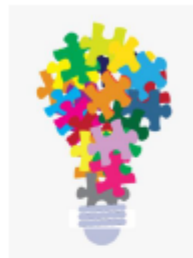
Key Vocabulary

| | | | | | | | | | |
|---------------|---------------|------------|------------|---------|-------|-------------|---------|-------------------|---------|
| question | answer | explain | observe | problem | talk | share | idea | physical activity | hygiene |
| dress/undress | natural world | similarity | difference | animal | plant | environment | seasons | changes | |

RECEPTION LEARNING- DURING THE YEAR

COMMUNICATION AND LANGUAGE

- Learn new vocabulary.
- Ask questions to find out more and to check what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Describe events in some detail.
- Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen.
- Use new vocabulary in different contexts.



PHYSICAL DEVELOPMENT

- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian

UNDERSTANDING THE WORLD

- Explore the natural world around them.
- Describe what they see, hear and feel while they are outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

EARLY LEARNING GOALS- EXPECTATIONS BY THE END OF THE YEAR

COMMUNICATION AND LANGUAGE- Listening, Attention and Understanding

- Make comments about what they have heard and ask questions to clarify their understanding.

PHYSICAL DEVELOPMENT – Managing Self

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

UNDERSTANDING THE WORLD – 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.



Reception- Spoken Language (1)

EYFS – BUILDING BLOCKS TO SPOKEN LANGUAGE (1 OF 2) KNOWLEDGE ORGANISER



| | |
|--|--|
| <p>What will we learn about next?</p> <p>In Year 1, we will</p> <ul style="list-style-type: none"> continue to practise our listening skills and listen actively to adults and peers ask relevant questions answer questions clearly and appropriately continue to build our vocabulary be able to explain our reasons and begin to justify our arguments participate in discussions and presentations | <p>EYFS AND THE EARLY LEARNING GOALS</p> <p>The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #4a7ebb; color: white; padding: 5px; border-radius: 5px;">Literacy</div> <div style="background-color: #e64a19; color: white; padding: 5px; border-radius: 5px;">Mathematics</div> <div style="background-color: #70ad47; color: white; padding: 5px; border-radius: 5px;">Understanding the World</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="background-color: #f1c232; padding: 5px; border-radius: 5px;">Communication and Language</div> <div style="background-color: #662d91; color: white; padding: 5px; border-radius: 5px;">Expressive Arts and Design</div> </div> <div style="background-color: #e67e22; padding: 10px; border-radius: 10px; text-align: center; margin-top: 10px;"> <p>Personal Social and Emotional Development</p> </div> <p>The most relevant statements for Spoken Language are taken from the following areas of learning and these will help to form the building blocks to our Spoken Language curriculum to enable children to succeed throughout the school:</p> <ul style="list-style-type: none"> Communication and Language Personal, Social and Emotional Development Understanding the World Expressive Arts and Design Literacy |
| <p>WHAT DOES THIS LOOK LIKE IN THE EARLY YEARS CLASSROOM?</p> <ul style="list-style-type: none"> Through both adult led sessions and classroom provision, children will be given opportunities to develop their communication and language skills. Children will be encouraged to articulate their thoughts and respond appropriately to others when engaged in conversation. Children will share and learn stories, poems, songs and nursery rhymes and will have opportunities to practice, develop and perform these. Resources such as puppets and story maps will be used to help children to build and use vocabulary, both familiar and new. | |

RECEPTION LEARNING- DURING THE YEAR

COMMUNICATION AND LANGUAGE

- Understand how to listen carefully and why listening is important.
- Listen to and talk about stories to build familiarity and understanding.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Ask questions to find out more and check they understand what has been said to them.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Learn rhymes, poems and songs.
- Learn new vocabulary.
- Use new vocabulary throughout the day.
- Articulate their ideas and thoughts in well-formed sentences.
- Develop social phrases.
- Use new vocabulary in different contexts.
- Ask questions to find out more and to check they understand what has been said to them.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.
- Use new vocabulary in different contexts.

EARLY LEARNING GOALS- EXPECTATIONS BY THE END OF THE YEAR

COMMUNICATION AND LANGUAGE

- 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.
- Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- 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.
- Make comments about what they have heard and ask questions to clarify their meanings.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Key Vocabulary

| | | | | | | | | | | |
|------------|-------------|---------|---------|-------|------------|--------|--------------|----------|--------|----------|
| understand | listen | talk | rhyme | song | question | ask | retell | remember | events | describe |
| Problem | non fiction | fiction | explain | group | individual | action | conversation | words | story | |

Reception- Spoken Language (2)

EYFS – BUILDING BLOCKS TO SPOKEN LANGUAGE (2 OF 2) KNOWLEDGE ORGANISER



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|--|---|
| <p>What will we learn about next?</p> | <p>EYFS AND THE EARLY LEARNING GOALS</p> |
| <p>In Year 1, we will</p> <ul style="list-style-type: none"> increase our attention and participate actively in conversations develop our understanding through questioning, hypothesising, imagining and exploring continue to discuss and understand different viewpoints showing respect initiate conversations and maintain the interest of the listener | <p>The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #4a7ebb; color: white; padding: 5px; border-radius: 5px;">Literacy</div> <div style="background-color: #e67e22; color: white; padding: 5px; border-radius: 5px;">Mathematics</div> <div style="background-color: #2e8b57; color: white; padding: 5px; border-radius: 5px;">Understanding the World</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="background-color: #f1c40f; color: white; padding: 5px; border-radius: 5px;">Communication and Language</div> <div style="background-color: #9b59b6; color: white; padding: 5px; border-radius: 5px;">Expressive Arts and Design</div> </div> <div style="background-color: #e67e22; color: white; padding: 10px; border-radius: 10px; text-align: center; margin-top: 10px;"> <p>Personal Social and Emotional Development</p> </div> <p>The most relevant statements for Spoken Language are taken from the following areas of learning and these will help to form the building blocks to our Spoken Language curriculum to enable children to succeed throughout the school:</p> <ul style="list-style-type: none"> Communication and Language Personal, Social and Emotional Development Understanding the World Expressive Arts and Design Literacy |
| <p>WHAT DOES THIS LOOK LIKE IN THE EARLY YEARS CLASSROOM?</p> | |
| <ul style="list-style-type: none"> Children will take part in small group and class discussions where they will be encouraged to listen and respond to others, give their opinions and share their understanding. Through quality interactions, adults will model how to speak in full sentences, using conjunctions and the different tenses. Children will be encouraged and supported to do this when speaking about home, topics that interest them and new learning that has taken place. New vocabulary will be introduced linked to topics and new learning and children will be given opportunities to practise using this through enhancements in provision. | |

RECEPTION LEARNING- DURING THE YEAR

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Express their feelings and consider the feelings of others.

UNDERSTANDING THE WORLD

- Talk about their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Describe what they see, hear and feel whilst outside.



EXPRESSIVE ARTS AND DESIGN

- Listen attentively, move to and talk about music, expressing their feelings and response
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasing matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.
- Watch and talk about dance and performance art, expressing their feelings and responses.

EARLY LEARNING GOALS- EXPECTATIONS BY THE END OF THE YEAR

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- 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.
- 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.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.



LITERACY

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

UNDERSTANDING THE WORLD

- Talk about the lives of the people around them and their roles in society.
- 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.

EXPRESSIVE ARTS AND DESIGN

- Sings a range of well-known nursery rhymes and songs.
- Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
- Share their creations, explaining the processes they have used.
- Invent, adapt and recount narratives and stories with peers and their teacher.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

Key Vocabulary

| | | | | | | | | | | |
|------------|-------------|---------|---------|-------|------------|--------|--------------|----------|--------|----------|
| understand | listen | talk | rhyme | song | question | ask | retell | remember | events | describe |
| problem | non fiction | fiction | explain | group | individual | action | conversation | words | story | |

Reception- Writing (1)

EYFS – BUILDING BLOCKS TO WRITING 1 OF 2

KNOWLEDGE ORGANISER


| What will we learn about next? | EYFS AND THE EARLY LEARNING GOALS |
|--|---|
| <p>In Year 1, we will</p> <p>spell:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week <p>name the letters of the alphabet:</p> <ul style="list-style-type: none"> naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound | <p>The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #4a7ebb; color: white; padding: 10px; border-radius: 5px;">Literacy</div> <div style="background-color: #e31a1c; color: white; padding: 10px; border-radius: 5px;">Mathematics</div> <div style="background-color: #70ad47; color: white; padding: 10px; border-radius: 5px;">Understanding the World</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="background-color: #fdd835; padding: 10px; border-radius: 5px;">Communication and Language</div> <div style="background-color: #8e24aa; color: white; padding: 10px; border-radius: 5px;">Expressive Arts and Design</div> </div> <div style="background-color: #f15a24; padding: 10px; border-radius: 5px; text-align: center; margin-top: 10px;"> Personal Social and Emotional Development </div> <p>The most relevant statements for Writing are taken from the following areas of learning and these will help to form the building blocks to our Writing curriculum to enable children to succeed throughout the school:</p> <ul style="list-style-type: none"> Communication and Language Physical Development Literacy Expressive Arts and Design |

- WHAT DOES THIS LOOK LIKE IN THE EARLY YEARS CLASSROOM?**
- Children will develop the foundations of writing through adult led sessions and the provision available.
 - Opportunities for writing will be available for children to access throughout provision, both inside and outside.
 - Children will take part in daily fine motor activities to build muscle strength in order to hold and use a pencil effectively. Play dough in continuous provision and 'Dough Disco' sessions will also build upon this.

RECEPTION LEARNING- DURING THE YEAR


COMMUNICATION AND LANGUAGE

- Learn new vocabulary.
- Articulate their ideas and thoughts in well-formed sentences.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.
- 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.
- Use new vocabulary in different contexts.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Learn new vocabulary.
- Use new vocabulary throughout the day.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.
- Develop social phrases.
- Use new vocabulary in different contexts.
- Learn new vocabulary.
- Use new vocabulary throughout the day.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Engage in story times.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- 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.



EARLY LEARNING GOALS- EXPECTATIONS BY THE END OF THE YEAR

COMMUNICATION AND LANGUAGE



- Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
- 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 the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.
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- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

| Key Vocabulary | | | | | | | | | | |
|----------------|-------------|---------|---------|------|----------|--------|----------------|----------|--------------|----------|
| understand | listen | talk | rhyme | song | question | ask | retell | remember | finger space | describe |
| sentence | non fiction | fiction | explain | past | present | future | capital letter | words | full stop | |

EYFS – BUILDING BLOCKS TO WRITING 2 OF 2

KNOWLEDGE ORGANISER



| What will we learn about next? | EYFS AND THE EARLY LEARNING GOALS |
|---|--|
| <p>In Year 1, we will</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • understand which letters belong to which handwriting 'families' | <p>The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #4a7ebb; color: white; padding: 5px; border-radius: 5px;">Literacy</div> <div style="background-color: #e31a1c; color: white; padding: 5px; border-radius: 5px;">Mathematics</div> <div style="background-color: #70ad47; color: white; padding: 5px; border-radius: 5px;">Understanding the World</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="background-color: #fdd835; padding: 5px; border-radius: 5px;">Communication and Language</div> <div style="background-color: #673ab7; color: white; padding: 5px; border-radius: 5px;">Expressive Arts and Design</div> </div> <div style="background-color: #f15a24; padding: 5px; border-radius: 5px; margin-top: 10px; text-align: center;">Personal Social and Emotional Development</div> <p>The most relevant statements for Spoken Language are taken from the following areas of learning and these will help to form the building blocks to our Spoken Language curriculum to enable children to succeed throughout the school:</p> <ul style="list-style-type: none"> • Communication and Language • Physical Development • Literacy • Expressive Arts and Design |

WHAT DOES THIS LOOK LIKE IN THE EARLY YEARS' CLASSROOM?

- Children will take part in daily sessions following the schools 'Letter Join' handwriting scheme. They will learn the letter families and become familiar with letter formation rhymes using the Read, Write inc sayings.
- Children will practise mark making and letter formation in various materials such as glitter, sand, foam and paint. Children will be encouraged to use different resources such as pens, crayons and pencils, while writing on large paper, in notebooks and both horizontal and vertical surfaces.


RECEPTION LEARNING- DURING THE YEAR

PHYSICAL DEVELOPMENT

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

LITERACY

- Spell words by identifying the sounds and then writing the sound with the letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop
- Form lower case and capital letters correctly.
- Form lower case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with the letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.
- Re-read what they have written to check it make s sense.



EXPRESSIVE ARTS AND DESIGN

- Develop storylines in their pretend play.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.


EARLY LEARNING GOALS- EXPECTATIONS BY THE END OF THE YEAR

PHYSICAL DEVELOPMENT

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

LITERACY

- 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.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.



EXPRESSIVE ARTS AND DESIGN

- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with their peers and their teacher.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

| Key Vocabulary | | | | | | | | | | | |
|----------------|-------------|---------|---------|------|----------|--------|--------------|----------|--------|-------------|--|
| motor skills | listen | talk | rhyme | song | question | ask | retell | remember | events | handwriting | |
| problem | non fiction | fiction | explain | prop | material | action | conversation | music | words | story | |