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| **EYFS knowledge and skills yearly overview.** | | | | | | | | | | |
|  | | | | | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Overarching themes** | | | | | All about me.  Where am I in my world? | | Our Wonderful World  Where do I live? | | Everything changes.  [This Photo](https://sageandzoo.com/2013/06/25/butterfly-life-cycle-download/) by Unknown Author is licensed under [CC BY-SA-NC](https://creativecommons.org/licenses/by-nc-sa/3.0/)  Life cycles | |
| **Jigsaw themes** | | | | | **Being Me in My World** | **Celebrating Differences** | **Dreams & Goals** | **Healthy Me** | **Relationships** | **Changing Me** |
| **Maths** | | | Nursery | | **Click here for nursery 1 year overview.** | | | | | |
| Reception  White Rose | | **Just like me** – match, sort, compare amounts  **It’s me 1, 2, 3** – composition of 1, 2, 3  **Light and Dark** – numbers to 5, 1more/less  [This Photo](https://www.prindleinstitute.org/books/a-squash-and-a-squeeze/) by Unknown Author is licensed under [CC BY](https://creativecommons.org/licenses/by/3.0/)      Squash and a squeeze – Julia Donalsdon | | **Alive in 5** – introducing zero, comparing numbers to 5  **Growing 7, 8, 9 –** making pairs, combining 2 groups.  **Building 9 and 10 –** comparing numbers to 10, bonds to 10. | | **To 20 and beyond –** building numbers beyond 10.  **First, then, now –** adding more and taking away  Room on the Broom – Julia Donaldson  [This Photo](https://www.prindleinstitute.org/books/room-on-the-broom/) by Unknown Author is licensed under [CC BY](https://creativecommons.org/licenses/by/3.0/)  **Find my pattern –** doubling, odd, even  **On the move –** Patterns and relationships | |
| **Communication and Language** | | | | | | | | | | |
| Listening and attention | | | | Reception | . Listens to others in one-to-one or small groups, when conversation interests them.  . Listens to familiar stories with increasing attention and recall. | | . Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  . Focusing attention – can still listen **or** do, but can change their own focus of attention. | | . Is able to follow directions (if not intently focused).  . Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity. | |
| Nursery | . Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity.  • | | . Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity. | | . May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span | |
| Understanding | | | | Nursery | . Identifies action words by following simple instructions, e.g. *Show me jumping.*  . Developing understanding of simple concepts (e.g. *fast/slow, good/bad*) | | . Beginning to understand more complex sentences, e.g. *Put your toys away and then sit on the carpet.*  . Understands who, what, where in simple questions (e.g. *Who’s that? Who can? What’s that? Where is?*) | | . Understands use of objects (e.g. *Which one do we cut with?*)  . Shows understanding of prepositions such as *under, on top, behind* by carrying out an action or selectingcorrect picture. | |
| Reception | • Responds to instructions with more elements, e.g. *Give the big ball to me; collect up all the blocks and* *put them in the box*  • Beginning to understand *why* and *how* questions | | . Understands questions such as *who; why; when; where* and *how.*  • Listens and responds to ideas expressed by others in conversation or discussion. | | . Understands a range of complex sentence structures including,  negatives, plurals and tense markers  • Beginning to understand humour, e.g. nonsense rhymes, jokes.  • Able to follow a story without pictures or props | |
| Speaking | | | | Nursery | • Uses language to share feelings, experiences and thoughts.  • Holds a conversation, jumping from topic to topic.  • Learns new words very rapidly and is able to use them in communicating.  • Uses longer sentences (e.g. *Mummy gonna work*).  • Beginning to use word endings (e.g. *going, cats*). | | • Beginning to use more complex sentences to link thoughts (e.g. using *and, because*).  • Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*).  • Uses talk to explain what is happening and anticipate what might happen next. | | • Beginning to use a range of tenses (e.g. *play, playing, will play, played*).  • Continues to make some errors in language (e.g *runned*) and will absorb and use language they hear around them in their community and culture.  • Uses talk in pretending that objects stand for something else in play, e.g *This box is my castle.* | |
| Reception | • Uses intonation, rhythm and phrasing to make the meaning clear to others.  • Talks more extensively about things that are of particular importance to them. | | • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events  • Introduces a storyline or narrative into their play  • Uses language to imagine and recreate roles and experiences in play situations.  • Links statements and sticks to a main theme or intention. | | • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new  Words.  . Questions why things happen and gives explanations. Asks e.g. *who, what, when, how.* | |
| **Literacy** | | | | | | | | | | |
| Writing | | | | Nursery | • Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. | | • Distinguishes between the different marks they make  • Makes up stories, play scenarios, and drawings in response to experiences, such as outings  • Sometimes gives meaning to their drawings and paintings | | • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.  • Includes mark making and early writing in their play. | |
| Reception | Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right  • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.  • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words | | • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.  . Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or  touch-screen technology.  Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats | | • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together  • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name  • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences | |
| Reading/Bug Club Phonics | | | | Nursery | . Has some favourite stories, rhymes, songs, poems or jingles.  • Repeats and uses actions, words or phrases from familiar stories.  • Fills in the missing word or phrase in a known rhyme, story or game, e.g. *Humpty Dumpty sat on a…*  . Begins to recognise familiar logos from children’s popular culture, commercial print or icons for apps.  • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes. | | . Listens to and joins in with stories and poems, when reading one-to-one and in small groups.  • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. | | . Begins to be aware of the way stories are structured, and to tell own stories  • Talks about events and principal characters in stories and suggests how the story might end.  • Shows interest in illustrations and words in print and digital books and words in the environment  • Recognises familiar words and signs such as own name, advertising logos and screen icons  • Looks at and enjoys print and digital books independently.  • Handles books and touch screen technology carefully and the correct way up with growing competence | |
| Reception | • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)  • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps.  • Begins to develop phonological and phonemic awareness.  . Shows awareness of rhyme and alliteration  . Recognises rhythm in spoken words, songs, poems and rhymes  - Claps or taps the syllables in words during sound play  . Hears and says the initial sound in words | | • Enjoys an increasing range of print and digital books, both fiction and non-fiction  • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading  • Describes main story settings, events and principal characters in increasing detail.  . Starts to link sounds to letters, naming and sounding the letters of the alphabet.  . Begins to link sounds to some frequently used digraphs, e.g. *sh, th, ee*  • Re-enacts and reinvents stories they have heard in their play  • Knows that information can be retrieved from books, computers and mobile digital devices.  • Is able to recall and discuss stories or information that has been read to them, or they have read themselves-  . Continues a rhyming string and identifies alliteration. | | . Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them.  • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple  sentences  • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and  their knowledge of language structure, subject knowledge and illustrations to interpret the text  • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc  • Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example  • Begins to develop phonological | |
| **Knowledge of the world.** | | | | | | | | | | |
| People, cultures and communities. (Geography) | | | | Nursery | **I know…**  what the word weather means  what my five senses are  what the word season means  what the weather is like in Autumn  what the weather is like in winter | **I know…**  that we have to care for our school and classroom  that maps show us where things are | **I know…**  what the word season means  the names of the seasons: Spring  that the weather changes in the Spring  what a beach is  what the sea is | **I know…**  that my school is in Hollinswood  that the seaside looks different to my local area | **I know…**  that the world around me changes with the seasons  what Summer is like  what a town is  know that farms produce crops that we use for food | **I know…**  farms are normally part of the countryside  know what farmers do |
| Reception | **I know…**  that the natural world has things I can forage and eat  what the seasons summer, autumn and winter are  that evidence for the Autumn can be found on my school grounds  that living things are part of my school environment | **I know…**  know the familiar areas in my environment using instructions or labels  that things in my school are made by and looked after by people  that people in my class -are from- or have families from all over the world | **I know…**  the weather I can observe in each season  that people travel to the seaside | **I know…**  that people use different areas of the school for different things  that Hollinswood has lots of shops and buildings  that near my school there are lakes,  parks, houses and places to shop | **I know…**  the name of my town  that towns have lots of buildings  where a farm is on a local area map  know what a map is | **I know…**  what a farm looks like from an aerial photograph  know maps can show us things that are local or further away  know that farms rear animals that we eat  know that farms produce crops  that we use for food |
| **ELG** | | | | | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. | | | | | |
| Past and Present  (History) | | Nursery | | | **I know…**  What same and different means  what now means  what after, next and later means | **I know…**  that I have changed  that my local area changes | **I know…**  if something has already happened  what a school is | **I know…**  that I am part of a class and Hollinswood school  if something is new or old | **I know…**  the difference between past and present  things happened before I was born  that animals live on farms  that farmers look after things on farms | **I know…**  know what a farm gives a community  what a farm looks like now |
| Reception[C:\Users\clare.tipton1\OneDrive - Telford and Wrekin Council\Foundation Stage\2023-2024\Nursery\Clares stuff\Mathematics-Long-Term-Plan-Nursery.docx](file:///C:\Users\clare.tipton1\OneDrive%20-%20Telford%20and%20Wrekin%20Council\Foundation%20Stage\2023-2024\Nursery\Clares%20stuff\Mathematics-Long-Term-Plan-Nursery.docx) | | | **I know…**  what yesterday, today and tomorrow mean  that my parents are older than me and were born before me  that my life has a story | **I know…**  that my local area changes and say how it has changed | **I know…**  that I am part of a group of people at school  that my school is part of the Hollinswood community | **I know…**  that my school has changed over time  that people have gone to school for a long time | **I know…**  the difference between past and present | **I know…**  what a farm looked like in the past  that farming is part of human history  that some farms grow crops that are then sold in shops  that some farms have animals and livestock that they sell to shops  that farms are found all over the world |
| **ELG** | | | | | 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; | | | | | |
| The World  (Science) | | Nursery | | | **I know…**  explore materials using my senses    some simple words to describe materials | **I know…**  suggest differences between materials and changes that they notice, including melting in the sun and ‘drying’ up, growing, squashing and squeezing. | **I know…**  that all living things grow and change  that our pets are familiar animals | **I know…**  that we are part of a family  that we change as we get older | **I know…**  what a plant is  that some plants grow inside  that some plants grow outside  that plants grow from seeds | **I know…**  what an animal is  the names of some familiar animals |
| Reception | | | **I know…**  about some important processes and changes in the natural world around me including the seasons and changing states of matter | **I know…**  that wood, plastic, cardboard, water and sand are called materials  explore and identify everyday materials including wood, plastic, metal, water, fabric and rock  how to sort objects | **I know…**  different groups of animals such as birds and reptiles  the names of a wide range of domestic, wild and farmed  animals | **I know…**  that animals change as they get older | **I know…**  the names of some familiar plants  that some plants have flowers and some do not | **I know…**  that there are different environments  the difference between a plant and an animal |
| **ELG** | | | | | 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 | | | | | |
| **Expressive arts and design** | | | | | | | | | | |
| Being imaginative  (Art) | | | | Nursery | **I know…**  Notices and becomes interested in the transformative effect of their action on materials  what a pencil is and what it does  that different materials make marks  what shape is | **I know…**  Application of skills through D/T. | **I know…**  what the painting process is  I can put meaning to marks ad paintings | **I know**…  how to explore colours and how they can be changed | **I know…**  Application and consolidation of skills and knowledge. | |
| Reception | **I know…**  what an artist is  Vincent Van Gogh is an artist  that you can add more detail to artwork  that pencils can create different effects  that art is linked to the 5 senses | **I know…**  Application of skills through D/T. | **I know…**  what a primary colour is  mixing paints together will change the colour  the names of the primary colours | **I know…**  to mix in white and black paint to change the shade  what shade means | **I know…**  Application and consolidation of skills and knowledge. | |
| Creating with materias | | | | Nursery | **I know…**  to use 3D and 2D structures to explore materials and/or to express ideas  some simple words to describe materials | **I know…**  what my product will look like  what I like and dislike about my product | **I know…**  Art focus | | **I know…**  the materials are suitable for the model  the names of some of the materials I am using |  |
| Reception |  | what materials I will use  ways that I can join my materials  what the next step to making my product will be |  | | different materials have different textures  there are different types of glue I can use in my work (PVA and glue sticks) |  |
| ELG | | | | | **• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories.** | | | | | |
| **Computing** | | | | | | | | | | |
| Nursery | | | | | **Digital Literacy** | | **Computer Science** | | **Information Technology** | |
| **I know:**    what rules are and why they are important    why I should limit screen time to keep healthy    I should talk to a trusted adult if something goes wrong    I should tell my teacher if I spot damage to equipment (OSC) | | I know:  when I press a button or switch, something happens  I need to press forwards/backwards/ arrows to make the cars move.  press a button on a robot to make it work  use the iPad to take a photo or video | | **I know:**    when I click/touch a button/screen that something happens    use my fine motor skills to use the touch screen on the iPad/laptop screen    click and drag on a computer game    use my fine motor skills to click the mouse | |
| Reception | | | | | what screen time is    some ways to keep safe on technology    what a program is  what a website is  there are a range of devices to access programs and websites   I should only use the program or website that my class is working on (OSC) | | what tinkering is  I should do things one step at a time. | | click, drag and drop in a computer game  use my fine motor skills to use the mousepad  use my mouse/mousepad skills to do a simple drawing use a computer program to make music | |
| **Religious education** | | | | | | | | | | |
| RE | | | | | **Myself. Who am I?** | | **Festivals how are they celebrated.** | | **Who celebrates what and how?** | |
| Nursery | | | | | I understand what a choice is.  I can identify the choices I need to make.  Super Duper You – Sophy Henn | I know I belong to a community. | I know that Diwali, Christmas, Ramadam are festivals. | I know about the Easter story. | I know some of the celebrations we have in my family.   Birthday  Christening  Weddings |  |
| Reception | | | | | I know people have different beliefs.    I know what religion means.   I can name the religion I am a part of. | I know who celebrates Diwali and why.   I can talk about how the Hindu’s celebrate Diwali.     I can describe my local community. | I know about Chinese New Year.    Magic paintbrush – Julia Donaldson  I know why these festivals are special to people. | I know about the Easter story and how Christians celebrate.   I can be respectful to others and their beliefs.  I know some of the symbols that remind us of Easter.  I can retell the Easter story. | I can describe and compare the festivals I celebrate. | I know here Christians go to worship.    Church  Traditions   I can describe and compare places of worship. |
| **Physical development** | | | | | | | | | | |
| Fine motor skills | Nursery | | | | **I know how to…**  • Turns pages in a book, sometimes several at once  • Shows increasing control in holding, using and  manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools | **I know how to …**  • Holds mark-making tools with thumb and all | | **I know how to …**  put on and fasten my coat. | **I know how to …**  use a dominant hand for task. |  |
| Reception | | | | **I know how to …**  Creates lines and circles pivoting from the shoulder and elbow  • Manipulates a range of tools and equipment in one hand, tools include • paintbrushes, scissors,  hairbrushes, toothbrush, scarves or ribbons. | **I know how to …**  Handles tools, objects, construction and malleable materials safely and with increasing control and intention • Shows a preference for a dominant hand • Begins to use anticlockwise movement and retrace vertical lines | | **I know how to …** | **I know how to …**   Begins to form recognisable letters independently • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed |  |
| Gross motor skills | Nursery | | | | I know how to keep myself safe on the equipment.   I can use the playpark equipment safely; climbing the stairs and going down the slide. | I can pedal a trike forwards and backwards. | I can use a balance bike. | I can use a balance bike and go around obstacles. | I can sit on the carpet comfortably. |  |
| Reception | | | | I can change direction to avoid obstacles.  I can change my speed to avoid obstacles | I know what co ordination means. | I can move forward, backwards and sideways safely. | I can balance a beanbag on different parts of my body and walk. |  | I can sit comfortably at a table with a good posture. |
| Games | Nursery | | | | I can play chasing and racing games. | I know how to keep myself safe when playing games |  |  |  |  |
| Reception | | | | I know games have rules.    I can follow simple instructions and rules. | to look at the target when sending a ball and watch the ball to receive it.  that keeping the ball close will help with control |  |  | I know how to control equipment on my own.   I can roll a ball to my partner with control.  I can dribble a ball in a straight line. | I know how to control equipment with a partner.   I can throw and catch a ball to a partner with control |
| **Music** | | | | | | | | | | |
| Composition and improvisation | Nursery | | | | I know the names of some instruments.   I can match instruments to their sounds. | I know the names of some instruments,   I can describe the sounds the instruments make – scratchy sound, soft sound. | I know music changes.   I can describe what a piece of music sounds like – it sounds like a dinosaur stomping |  |  |  |
| Reeption | | | |  |  | . | I know how music changes.   I can describe changes in music.  “It started fast and ended slow.” “This music has lots of instruments and this just has voices.” “This music was spiky, and this music was smooth” | I know there are different types of music (genres).   I can say what kind of story or character the music makes me think of. | I know music changes, tempo and volume.   I can anticipate when music is going to get louder, faster, slower. |
| Singing | Nursery | | | | I use my voice to sing. | I know some **familiar** songs |  | I know about **high** and **low** sounds – **pitch.** | I can perform songs in a group. |  |
| Reception | | | | I can sing in a high voice and a low voice. | I know about **loud** and **quiet** sounds – **volume.** | I can use a quiet or loud **singing** voice. | I can **sing** in a **high** or **low** voice. | I can sing familiar songs moving the **melody** up and down. | I can **perform** songs **solo** or in a group. |
| Listening and evaluating music. | Nursery | | | | I can move to the music. | I can move to the **beat** of the music I hear. | I can stop when the music stops. | I can move fast or slow with the music. |  |  |
| Reception | | | | I know what the **beat** is.  I can change the way I move to different music.  . | I know what the **beat** is.   I know about **fast** and **slow** beats – **tempo**   I can say of a beat is **fast** or **slow.** | I know the names of some **instruments**.   I can pretend play different **instruments.** | I know what **sound** different instruments make.  I can **move** in different ways to the sound of the instruments. | I know when the music **changes.** | I know what a **choreographer** does.    I can **choreograph** a dance to a song I know. |
| Musicianship | Nursery | | | | I can use instruments in different ways; **rubbing, tapping, sweeping, beating.** | I know how to **change** the sound an instrument makes. |  |  | I can play along to the **beat** of the music. |  |
| Reception | | | | I know the names of some **instruments** | I can play instruments in different ways – **loud/quietly. Fast/slow**. | I know what a **sound effect** is.    I can use different instruments to add sound effects to a story. | I know what a **rhythm** is.    I can tap out the beats in a word – **syllables.** | I know what a **rhythm** is. | I know what a **conductor** is.    I can **conduct** other children in their music |
|  | | | | **ELG:**  **Invent, adapt and recount narratives and stories with peers and their teacher;**  **• 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.** | | | | | |