



Learning together, we grow kind hearts  
and healthy minds.

## Knowledge Progression: EYFS

	Term 1 What makes me Special?	Term 2 Who likes to Party?	Term 3&4 Are all Stories true?	Term 5 & 6 What lives in my garden?
PSED	<p>Knowledge of their family</p> <p>Knowledge of different cultures</p> <p>That all families are different</p> <p>Where they live and where that is in the country</p> <p>Know different ways they can be Heart Smart and identify the tools</p> <p>How to play together and work cooperatively</p> <p>To identify how themselves and others are feeling</p>	<p>Knows school rules/expectations and can explain why these are needed</p> <p>Demonstrates knowledge of different celebrations, comparing their own special times to their friends</p> <p>Understands the importance of taking turns and listening to others, demonstrating the ability to share and maintain attention</p> <p>To understand that personal preferences differ from person to person</p> <p>Understands and respects the consequences of negative behavior</p> <p>Understands that everyone should be treated with respect</p> <p>Understands that everyone has different viewpoints and opinions</p>	<p>Knows the expectations when playing alongside other children</p> <p>Knows the importance of sharing and turn taking</p> <p>Knows why it is important to listen when participating in discussions</p> <p>Knows how to approach and settle conflicts with peers</p> <p>Understands that everybody needs to be treated with respect, including peers they may not get along with</p>	<p>Consistently shows an awareness of how others are feeling and adapts their behaviour accordingly</p> <p>Shows appropriate behaviour across all areas of school life</p> <p>Independently communicates and manages feelings effectively</p> <p>Knows and talks about the different factors that support their overall health and well being</p> <p>Recognises when others need help and offer appropriate support</p> <p>Knows why it is important to tell the truth</p> <p>Understands the consequences of not telling the truth</p>
Communication and Language	<p>Listen to stories, remembering key elements and answering questions with increasing accuracy</p> <p>Identifies and talks about self and others using increasingly rich language</p> <p>Sings a large repertoire of songs and rhymes relating to parts of the body</p> <p>Begin to articulate thoughts, opinions and observations in well-formed sentences</p>	<p>To understand why it is important to maintain attention when listening within whole class and small group activities- able to draw upon previous and new learning in order to answer questions and participate in discussions</p> <p>To use newly taught words linked to specific areas of learning</p>	<p>Knows how to use their increasingly rich vocabulary to share their knowledge and ideas</p> <p>Knows how to extract key information from texts</p> <p>Distinguishes between fiction and non-fiction</p> <p>Knows the key features of a traditional tale and a modern day story</p> <p>Creates a narrative for their own story by applying their knowledge of traditional and non-traditional tales</p>	<p>Knows the key skills needed to listen and respond appropriately when participating in whole class and small group activities</p> <p>Speaks to others using a rich vocabulary, appropriate tense and suitable use of conjunctions</p> <p>Knows how to ask relevant questions in order to clarify and deepen their understanding</p>

<b>Physical Development</b>	<p>Knows how to hold a pencil correctly</p> <p>Able to show simple handwriting patterns with increasing control</p> <p>Identifies ways to move safely within a space</p> <p>Identifies how to handle small tools and equipment safely</p> <p>Shows an awareness of how to lead a healthy life style</p> <p>Demonstrates how their body can be used to perform some familiar movements, balances and shapes</p>	<p>To link a sequence of movements together with increasing control, confidence and coordination</p> <p>Understands that dance plays an important part in many celebrations</p> <p>To send and receive a ball with increasing accuracy</p> <p>Applies newly learnt letter formations within a variety of mark making activities</p> <p>Demonstrates and talks about the importance of handling and transporting tools with care</p> <p>Knows how to hold one handed tools correctly</p>	<p>Successfully moves with increasing fluency on and off apparatus</p> <p>Independently produces consistently sized letters which are formed correctly in a variety of contexts</p> <p>Knows how to put their clothes the right way round and fasten zips/buttons</p>	<p>Negotiates space safely, with consideration for themselves and others</p> <p>Moves energetically with great confidence</p> <p>Takes pride in their work, producing pieces that are independently and carefully completed using a range of small tools</p> <p>Knows how to manipulate a range of tools and media to produce more detailed, observational drawings</p>
<b>Understanding the World</b>	<p>Share key fundamental elements of Christianity and compare to own family beliefs</p> <p>Shows an awareness of how people's opinions and beliefs differ</p> <p>Identify and name parts of the body</p> <p>Begin to suggest the purpose of various body parts</p> <p>Knows how many senses we have and can associate these with the corresponding body part</p> <p>Identify and name key computing equipment</p> <p>Know how to operate a mouse to use painting tools</p> <p>Suggest ways to keep safe online</p> <p>Understand and explain how we change as we grow older – uses appropriate vocabulary for time</p>	<p>Can notice and point out seasonal changes from Autumn to Winter</p> <p>Knows that there are some special days that repeat every year at the same time</p> <p>Talks and compares new celebrations to familiar celebrations</p> <p>Uses vocabulary for time when discussing past events</p> <p>Has become familiar with a number of different special times celebrated around the world, and is able to draw upon similarities and differences</p> <p>To know that special times are celebrated all around the world in different ways and by different groups of people</p>	<p>Confidently compares and contrasts homes from the past and homes nowadays</p> <p>Knows that a long time ago devices hadn't been invented, and that people communicated in other ways</p> <p>Knows how to apply the appropriate tense when talking about different periods of time</p> <p>Can point out and notice seasonal changes from Winter to Spring</p> <p>Knows there are different versions of traditional tales from around the world</p> <p>Knows that different faiths and cultures around the world celebrate special times-link to Spring</p> <p>Creates products using carefully selected materials, using their knowledge of properties to explain their design</p>	<p>Can name the 12 months of the year in the correct order</p> <p>Names the four seasons, recalling the features of each and recognising that they repeat each year</p> <p>Knows some similarities and differences between the world around them and contrasting environments</p> <p>Knows that living things do not stay the same over time (life cycle, seasons, living things, decay over time)</p> <p>Knows that different countries around the world have different weather patterns</p> <p>Knows that different living things require different habitats</p> <p>Independently applies key scientific language within appropriate contexts</p> <p>Knows how to input information on to branching database and pictograms – and is able to interpret them</p>

			Anticipate how materials may change during the making/testing process	
Expressive Art and Design	<p>To find ways to play imaginatively whilst drawing upon personal experiences</p> <p>Demonstrate the ability to play alongside others in a respectful way, taking account of peer experiences as well as their own</p> <p>Begin to know how colours can be mixed to create new colours</p> <p>To know who Yayoi Kusama is and reflect upon her style of work</p> <p>To produce art work inspired by Yayoi Kusama</p> <p>Demonstrate how sounds can be changed</p> <p>Sing a familiar range of songs which reflect learning: body parts</p>	<p>To compare, contrast and talk about different dance styles and music</p> <p>Understands why it is important to share tools and resources with peers</p> <p>Applies knowledge of colour mixing within independent play</p> <p>Knowledge of famous artists is evident within child led activities</p>	<p>Knows the key features of an abstract artist- Paul Klee</p> <p>Applies their knowledge of Paul Klee within child led activities – creations produced by the children reflect similar processes</p> <p>Identifies areas of their art work which they ‘applaud’</p> <p>Identifies areas of their art work they could improve</p> <p>Can talk about the composer Sergei Prokofiev and produces music which reflect his style</p> <p>Knows how to sing in a group</p> <p>Understands the terms ‘pitch’ and ‘melody’</p> <p>Links body shapes and movements fluently in response to music</p> <p>Demonstrates appropriate facial expressions, body language and tone of voice within role based activities</p>	<p>Knows how to safely use and explore colour, design, texture, form and technique</p> <p>Knows how to effectively critique and modify their work</p> <p>Knows how to enhance their role play based activities using additional props and resources</p> <p>Knows how to notate simple compositions</p> <p>Recognises and names instruments when listening to different genres of music</p> <p>Knows a wide variety of rhymes and songs</p>

**Respect** **Inclusive** **Creative** **Hardworking**