



Sutton Bonington
Primary School

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EYFS – Knowledge and Skills



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At Sutton Bonington Primary School, our vision within the EYFS is to give every child the best start to their early education by providing a stimulating environment which promotes high quality play-based learning. We want our children to be inspired through a balance of child initiated and adult led experiences which will prepare our pupils with the knowledge and skills for future success and for the next stage of their education.

We recognise the unique nature of the Early Years and have ensured that our curriculum provides opportunities for children to achieve and flourish within the seven areas of learning. We use overarching topics each half term to provide a context for learning in line with areas of children's interests. Within each topic, we have identified key knowledge which we hope children will acquire as part of working towards the requirements of each of the early learning goals.

Communication and Language				
	Opportunities within direct teaching and the continuous provision should allow children to know/to know how to...			
	By the end of Autumn Term:	By the end of Spring Term:	By the end of Reception:	NC Link
Listening, Attention and Understanding	<ul style="list-style-type: none"> Understanding why listening is important. Listening to and following an instruction; Following instructions provided they are not over-engaged in own choice activity; Listening to stories with increased attention and recall; Asking and responding to 'why' questions; Showing interest in the lives of other people or events; Listening to one another in one to one or small groups. Showing interest in non-fiction books. 	<ul style="list-style-type: none"> Knowing that they need to be quiet and concentrate when listening. Maintaining attention, concentrating and sitting quietly during appropriate activities; Listening to a whole story from beginning to end; Responding to instructions involving a two-part sequence; Listening and responding to ideas expressed by others in conversation and discussion; Remembering key points from story without needing prompts; Showing specific interest in a non-fiction book linked to a topic or theme. 	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	NC English
Speaking	<ul style="list-style-type: none"> Expanding their vocabulary to include new words related to topic or theme. Continuing to use new vocabulary when the topic or theme has ended. Asking questions to understanding. Retelling a simple past event in correct order; 	<ul style="list-style-type: none"> Using new vocabulary in different contexts Asking questions to learn more about an event or a task. Using complete sentences more regularly. Using language to explore imaginary events, storylines and themes; Using language to imagine and recreate roles and experiencing in play situations; 	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things may happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; 	NC English

	<ul style="list-style-type: none"> Using talk to connect ideas, explaining what has happened and anticipating what might happen next, recalling and reliving past experiences; Using talk in pretending that objects stand for something else in play, e.g. this ruler is my sword. 	<ul style="list-style-type: none"> Linking statements and sticking to a main theme or intention; Using talk to organise, sequence and clarify thinking, feelings and ideas. 	<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. 	
Key Vocabulary	Listen, question, five finger rules, explain, who, what, where, why, when, how, describe, retell, order, what do you think, remember, take turns, instruction, predict, discuss, I think, It is because, It has because, Why do you think this is a...? What can you see? Why did...happen? It happened because, I like/don't like, It is good/beautiful/funny, What do you think? I think it will because,			

Physical Development				
Opportunities within direct teaching and the continuous provision should allow children to know/to know how to...				
	By the end of Autumn Term:	By the end of Spring Term:	By the end of Reception:	NC Link
Gross Motor Skills	<ul style="list-style-type: none"> Showing increasing control when linking movements together; Knowing that it is good to be active and sometimes getting out of breath; Moving freely with confidence in a range of ways; Mounting stairs, steps or climbing equipment using alternative steps; Walking downstairs two-feet to each step; Standing momentarily on one foot; Running skilfully whilst negotiating space successfully, adjusting speed and direction as needed. 	<ul style="list-style-type: none"> Starting to experiment with different types of movements; Recognising how they can refine a range of physical actions, such as rolling, running, skipping, etc. Jumping off objects safely and carefully; Negotiating space carefully; Travelling with confidence and skill when moving around, under, over and through various equipment; Showing increasing control when throwing, catching and kicking a ball. 	<ul style="list-style-type: none"> 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. 	NC Physical Education
Fine Motor Skills	<ul style="list-style-type: none"> Drawing lines and circles using gross motor movements; Using one handed tools and equipment, e.g. child scissors; Holding pencils between thumb and two fingers instead of whole hand; Beginning to hold pencil correctly and showing good control; Copying some letters, especially letters from own name. 	<ul style="list-style-type: none"> Handling tools, objects, construction and malleable materials safely and with increasing control; Showing a preference for a dominant hand; Beginning to show anti-clockwise movements and retrace vertical lines; Beginning to form recognisable letters; Using a pencil and holding it effectively to form recognisable letters, especially letters in their own name. 	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing. 	NC Physical Education
Key Vocabulary	Tripod, grip, forwards, balance, wobble, backwards, muscles, strong, sideways, straight, large, top, bottom, upper, lower, small, left, right, across, together, stretch, pose, fitness, exercise, healthy, repeat, practise, unhealthy, next, control, over, under, around, through, between			

Personal Social and Emotional Development				
	Opportunities within direct teaching and the continuous provision should allow children to know/to know how to...			
	By the end of Autumn Term:	By the end of Spring Term:	By the end of Reception:	NC Link
Self-Regulation	<ul style="list-style-type: none"> Describing themselves in positive terms and talk about their own abilities; Being confident to speak to others about needs, wants, interests and opinions; Beginning to express their feelings and consider the feelings of others; Knowing when they are upset about a situation and can explain why; Choosing their own equipment that is necessary to complete a task; Showing enthusiasm and excitement when anticipating and engaging in certain activities. 	<ul style="list-style-type: none"> Recognise themselves as a valuable individual; Willingly express their feelings and know when they have been kind and considerate; Moderating their feelings when they are upset; Being confident to try new activities; Saying why they like some activities more than others; Being confident to speak in a familiar group; Being happy to talk about their own ideas; Choosing the resources they need for a given activity; Saying when they do and do not need help. 	<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 an activity, and show an ability to follow instructions involving several ideas or actions. 	RSHE
Managing Self	<ul style="list-style-type: none"> Showing that they can stick with an activity, even if it is challenging; Selecting and using activities and resources, with help; Enjoying the responsibility of carrying out small tasks; Being confident to talk to other children when playing, and communicating freely about their home and community; Being outgoing towards unfamiliar people and being more confident in new social situations; Showing confidence in asking adults for help. 	<ul style="list-style-type: none"> Being able to talk about a challenging task and be prepared to have a go; Welcoming and valuing praise for what they have done; Willingly participating in a wide range of activities; Showing enthusiasm and excitement when anticipating and engaging in certain activities; Being confident to speak to others about needs, wants, interests and opinions; Being confident in speaking in front of a small group; Describing themselves in positive terms and talking about their abilities; Showing resilience and perseverance in the face of challenge; Having awareness of keeping teeth clean and not eating too many sweets. 	<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. 	RSHE
Building Relationships	<ul style="list-style-type: none"> Learning to listen to one another and showing respect when doing so; Initiating conversations, attending to and taking account of what others say; Explaining own knowledge and understanding and asking appropriate questions of others; Taking steps to resolve conflicts with others and attempting to find a compromise. 	<ul style="list-style-type: none"> Building constructive and respectful relationships; Playing cooperatively with others and taking account of their ideas; Being happy to listen to others organisational ideas; Showing sensitivity to others' feelings; Forming positive relationships with adults and other children. 	<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 to others' needs. 	RSHE
Key Vocabulary	Kindness, resilience, curiosity, respect, honesty, pride, helpful, consequence, gentle, belong, agree, disagree, view, opinion, compromise, discuss, negotiate, compliment, emotion, bullying, positive, take turns, share, unique, proud, challenge, behaviour, solution, problem, happy, sad, surprised, nervous, scared, cross, sleepy, confused, embarrassed, jealous, sad, excited, friendly, unfriendly, fair, unfair, confident, persevere, germs.			

Literacy				
Opportunities within direct teaching and the continuous provision should allow children to know/to know how to...				
	By the end of Autumn Term:	By the end of Spring Term:	By the end of Reception:	NC Link
Word-Reading	<ul style="list-style-type: none"> Joining in with rhymes and stories; Joining in with the rhythm of well known rhymes and songs; Recognising their own name; Identifying sounds in words, in particular, initial sounds; Segmenting and blending simple words demonstrating knowledge of sounds (with support); Linking sounds to letters in the alphabet. 	<ul style="list-style-type: none"> Reading individual letters by saying the sounds for them; Reading simple words and simple sentences; Identifying rhymes; Blending sounds into words, so that they can read short words made up of known letter-sound correspondences; Reading some letter groups that each represent one sound and say sounds for them; Reading a few common exception words matched to the school's phonic programme; Reading simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	NC English
Comprehension	<ul style="list-style-type: none"> Holding a book, turn the pages and indicating an understanding of pictures and print; Telling a story to friends. 	<ul style="list-style-type: none"> Talking about events and characters in books; Making suggestions about what might happen next in a story; Reading simple words and simple sentences; Talking about their favourite book; Using vocabulary and events from stories in their play; Re-reading books to build up their confidence, their fluency and their understanding and enjoyment in word reading. 	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play. 	NC English
Writing	<ul style="list-style-type: none"> Beginning to form lower-case and capital letters correctly; Being more confident in writing identifiable shapes and letters; Segmenting and blending the sounds in simple words and naming sounds; Spelling words by identifying the sounds and then writing the sound with letter/s; Talking about sentences and starting to write short sentences; Starting to use full stops and capital letters in the correct places. 	<ul style="list-style-type: none"> Using their phonic knowledge to write words in ways which match their spoken sounds; Writing some irregular common words; Writing simple sentences which can be read by themselves and sometimes by others; Spelling small, familiar words correctly and making phonetically plausible attempts at more complex words; Re-reading what they written to make sure it makes sense. 	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others. 	NC English
Key Vocabulary	Rhyme, capital letter, full stop, question mark, word, sentence, title, tripod grip, idea, character, setting, problem, resolution, beginning, middle, end, spell, adjectives, alphabet, segment, blend, fluent, phonemes, graphemes, label, list, instruction, description, story, fiction, non-fiction, information, caption, digraph, trigraph, syllable, chunk.			

Mathematics

Opportunities within direct teaching and the continuous provision should allow children to know/to know how to...

	By the end of Autumn Term:	By the end of Spring Term:	By the end of Reception:	NC Link
Number and Numerical Patterns	<ul style="list-style-type: none"> Beginning to familiarise themselves with the tens structure of the number system; Counting up to three or four objects by saying one number name for each item; Counting objects to 10 and beginning to count beyond 10; Counting out up to six objects from a larger group; Selecting the correct numeral to represent 1 to 5, then 1 to 10 objects; Recognising some numerals of personal significance; Linking the number symbol (numeral) with its cardinal value. 	<ul style="list-style-type: none"> Show a number of fingers together without counting; Beginning to use 'teens' to count beyond 10; Counting an irregular arrangement of up to ten objects; Finding one more or one fewer from a group of up to five objects, then ten objects; Estimating how many objects they can see and checking by counting them; Using the language of 'more' and 'fewer' to compare two sets of objects; Understanding 5, 6, 7 etc and all manipulations of the number; Finding the total number of items in two groups by counting all of them; Beginning to use the vocabulary involved in adding and subtracting including counting on and back; Understand addition up to 5 using all combinations. Then 6, 7, 8, 9, 10; Automatically recall number bonds for numbers 0 to 10. 	<ul style="list-style-type: none"> Have a deep understanding of numbers to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; 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; Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	NC Mathematics
Shape, Space and Measure (Not within expectations)	<ul style="list-style-type: none"> Talking about the routine of the day and using language like, before and after; Using comparative language such as, 'taller', 'shorter' and 'the same'; Being more confident in identifying shapes in the environment; Recognising particular shapes that may be useful for certain tasks; Making more meaningful pictures, patterns and arrangements with shapes. 	<ul style="list-style-type: none"> Beginning to experiment with length, height and capacity; Beginning to compare length, weight and capacity; Identifying money and using money in play; Recalling the names of some 2D and 3D shapes; Ordering and sorting according to simple properties; Using the language of direction when programming toys. 	<ul style="list-style-type: none"> Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities; Create and describe patterns; Explore characteristics of everyday objects and shapes and use mathematical language to describe them; Use money with increasing confidence. 	NC Mathematics
Key Vocabulary	<p>Count, subitise, order/ordinal, compare, forwards, backwards, numerals, digit, one more, one less, equal to, more than, less than (fewer), add, plus, altogether, total, take away /minus, number bonds, part, whole, digit, double, half, twice as many, equal, unequal, share, group, odd, even, measure, wide(er), narrow(er), compare, long(er)(est, short(er)(est), length height, long(er)/short(er), tall(er)/short(er), weight, capacity, heavy/light, heavier than, lighter than, big/bigger/biggest, full/empty, more than, less than, half/half full, 2-d shapes, rectangle, square, circle, triangle, characteristics, 3-d shapes, cuboids, cubes, cone, spheres, curved, straight, flat, over, under, between, around, through, on, into, next to, behind, beneath, order, repeat, patterns, on top of time, quicker, slower, earlier, later, before, after, first, next, today, yesterday, tomorrow, morning, afternoon, evening, day, week, hour, minutes</p>			

Understanding the World

Opportunities within direct teaching and the continuous provision should allow children to know/to know how to...

	By the end of Autumn Term:	By the end of Spring Term:	By the end of Reception:	NC Link
Past and Present	<ul style="list-style-type: none"> Remembering and talking about significant events in their own experiences, e.g. birthday; Knowing and understanding that their grandparents are older than their parents; Beginning to be familiar with words and phrases associated with long ago, such as 'in the past' or 'a long time ago'; Beginning to understand that some familiar stories were set in a time before they were born. 	<ul style="list-style-type: none"> Recognising and describing special times or events for family or friends, e.g. Eid, christening, Christmas; Beginning to compare and contrast characters in stories about the past; Understanding that people celebrated events like Eid and Christmas before they were born; Using appropriate language to describe the past, such as, 'in the past'. 	<ul style="list-style-type: none"> 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. 	NC History
People, culture and communities	<ul style="list-style-type: none"> Showing increased interest in the lives of people who are familiar to them; Beginning to understand that not all people celebrate the same things as them; Having a greater understanding about why certain events are being celebrated; Talking about people that are helpful to them both, from within their family and from outside their family. 	<ul style="list-style-type: none"> Drawing information from a simple map; Recognising some similarities and differences between life in this country and life in other countries; Recognising that people have different beliefs and celebrate special times in different ways; Starting to show an interest in different occupations and ways of life; Talking about members of their immediate family and community; Naming and describing people who are familiar to them. 	<ul style="list-style-type: none"> 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. 	NC Geography Religious Education
The Natural World	<ul style="list-style-type: none"> Talking about some of the things they have observed such as plants, animals, natural and found objects; Having greater awareness of seasonal change; Asking questions about aspects of their familiar world such as the place where they live or the natural world; Asking questions about some of the things they have observed such as plants and animals. 	<ul style="list-style-type: none"> Talking about why things happen and how things work; Understanding more about growth, decay and changes over time; Identifying features of living things, such as animals with legs or those with wings; Exploring the natural world around them; Describing what they see, hear and feel whilst outside; Recognising some environments that are different to the one in which they live; Understanding the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> 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. 	NC Science
Key Vocabulary	Birthday, festival, celebration, holy book, place of worship, Eid, christening, Christmas, in the past, before you were born, nowadays, in the olden days, now, long ago, family, unique, same, different, map, globe, village, town, city, countryside, ocean, country, continent, emergency services, plant, man-made, natural, change, egg, life cycle, senses, sight, hearing, touch, taste, smell, season, winter, summer, spring, autumn, weather, float, sink, mammal, fish, bird, amphibian, habitat, shelter, time, quicker, slower, earlier, later, before, after, first, next, today, yesterday, tomorrow, morning, afternoon, evening, day, week, hour, minutes			

Expressive Arts and Design				
	Opportunities within direct teaching and the continuous provision should allow children to know/to know how to...			
	By the end of Autumn Term:	By the end of Spring Term:	By the end of Reception:	NC Link
Creating with Materials	<ul style="list-style-type: none"> Realising that tools can be used for a purpose; Using simple tools and techniques competently and appropriately; Selecting appropriate brush for a given purpose; Exploring what happens when they mix colours; Experimenting with different textures. 	<ul style="list-style-type: none"> Safely using and exploring a variety of materials, tools and techniques; Experimenting with colour, design, texture, form and function; Selecting tools and using techniques needed to shape, assemble and join materials they are using; Understanding that different media can be combined to create new effects; 	<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; Make use of props and materials when role playing characters in narratives and stories. 	<p>NC Art</p> <p>NC Design Technology</p>
Being Imaginative and Expressive	<ul style="list-style-type: none"> Enjoying joining in with dancing and singing games; Singing a few familiar songs; Beginning to move rhythmically; Imitating movement in response to music; Tapping out simple repeated rhythms; Exploring and learning how sounds can be changed. 	<ul style="list-style-type: none"> Exploring and learning how sounds can be changed; Singing songs, making music and experimenting with ways of changing them; Beginning to build a repertoire of songs and dances; Exploring the different sounds of instruments; Initiating new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. 	<ul style="list-style-type: none"> 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. 	<p>NC Music</p>
Key Vocabulary	Nursery rhyme, song, rhythm, instrument, percussion, high, low, loud, soft, faster, slower, compare, same, different, lighter, darker, artist, portrait, shade, landscape, first, then, next, after that, finally, eventually, suddenly, once upon a time			

Our topic based approach to learning and the associated knowledge and vocabulary is set out below.

Autumn 1 Let's Explore	Autumn 2 Marvellous Machines	Spring 1 Long Ago	Spring 2 Ready, Steady, Grow	Summer 1 Animal Safari	Summer 2 On the Beach
Know the five senses are sight, hearing, taste, touch and smell (Sci)	Know that a machine is a man-made device (DT)	Know that the past is made of events that have already happened (Hist)	Know that plants need soil, water and sunlight to grow and survive (Sci)	Know that animals can be grouped in lots of different ways (carnivore, herbivore, omnivore, mammal, reptiles, birds) (Sci)	Know that the seashore is an area of sandy, stony or rocky land bordering and level with the sea. (Geog)
Know that maps are 2-D representations of places and journeys (Geog)	Know that machines use power to make them move or perform an action (DT)	Know that memories are things we remember from the past (Hist)	Know that some plants produce seeds so that they can grow new plants.(Sci)	Know that reptiles, birds, fish, insects, amphibians and arachnids all lay eggs. (Sci)	Know that leaving litter on beaches can potentially kill living things. (Geog)
Know that we are part of a community (RSHE)	Know that sound is created when something vibrates. Sound waves travel through air, water and solid objects (Sci)	Know that your history is all the events that have happened in your life (Hist)	Know that seeds come in different shapes, sizes and colours.(Sci)		Know that rock pools are habitats for many animals, such as starfish, crabs, anemones, mussels,
Know that a community is a group of people who live					

<p>together or share a space (RSHE)</p> <p>Know that maps and plans represent areas and show their features, including roads (Geog)</p> <p>Know that we live on planet Earth (Geog)</p> <p>Know that the United Kingdom is made up of four countries: England, Northern Ireland, Scotland and Wales (Geog)</p> <p>Know that our school is in a village called Sutton Bonington (Geog)</p> <p>Know that buildings are made from different materials, including brick, wood, glass, wood, plastic and metal. (Science)</p> <p>Know that materials have special properties, which make them useful for different jobs. (Sci)</p> <p>Know some everyday items can cause harm if not used properly. It is important to listen to adults and follow rules to keep them safe. (RSHE)</p>	<p>Know that batteries power electrical devices, such as torches and toys (Sci)</p> <p>Know that a battery is a store of electric power (Sci)</p> <p>Know that vehicles are machines that transport people or goods (DT)</p> <p>Know that the emergency services include fire and rescue, police, RNLI and the ambulance service (RSHE)</p> <p>Know that a mechanic is a skilled worker who repairs and maintains vehicle engines and other machinery. A robot is a machine that does a task (DT)</p> <p>Know that robots only do what a person has built them to do (DT)</p> <p>Know that some materials are magnetic, which means that they are attracted to (pull towards) a magnet. Some metals are magnetic. Other materials are non-magnetic, such as wood, dough and glass (Sci)</p> <p>Know that a shadow is a dark shape on a floor or wall and is made when a solid object blocks light. (Sci)</p>	<p>Know that a timeline shows the order in which events happened (Hist)</p> <p>Know that your grandparents are your parents' parents (Hist)</p> <p>Know that all families are unique. They can be of different sizes and have different values, beliefs and traditions. Our families give us our heritage (Hist)</p> <p>Know that history is the study of life in the past (Hist)</p> <p>Know that historians and archaeologists are people who find out about life long ago (Hist)</p> <p>Know that everyday objects, like clothes, vehicles and toys tell us about the past. They also change over time (Hist)</p> <p>Know that a recipe is a set of instructions that tells us how to make food (DT)</p> <p>Know that the present tense refers to events that are happening now. The past tense refers to events that have already happened and that the future tense refers to events that have not yet happened. (Hist)</p> <p>Know that software is the programs we use on</p>	<p>Know that some seeds are edible and some are poisonous.(Sci)</p> <p>Know that different countries, communities and cultures have different food and traditions.(Geog)</p> <p>Know that fruit and vegetables are healthy foods. (DT)</p> <p>Know that fatty, sugary or salty foods are unhealthy.(RSHE)</p> <p>Know that it is important to eat lots of fruit and vegetables and drink milk or water to stay healthy. (RSHE)</p> <p>Know that good hygiene is important to keep us healthy including cleaning our teeth. (RSHE)</p> <p>Know that materials, including food, can change when heated or cooled. (DT)</p> <p>Know that regular exercise helps to keep us healthy.(PE)</p> <p>Know that exercise makes our hearts beat faster, and we get out of breath. (PE)</p> <p>Know that different environments can have different climates, weather, food, wildlife, transport and amenities, including shops,</p>	<p>Know that bird eggs have hard, chalky shells. (Sci)</p> <p>Know that reptile eggs have soft, leathery shells. (Sci)</p> <p>Know that animals build a home to provide shelter from the elements and other animals. (Sci)</p> <p>Know that Africa is a continent made up of lots of countries. (Geog)</p> <p>Know that endangered animals are at risk of dying out. (Geog)</p> <p>Know that a habitat is the natural home for plants and animals. (Sci)</p> <p>Know that rainforests are forests in tropical areas with heavy daily rainfall. (Geog)</p> <p>Know that the largest rainforest is the Amazon in South America. (Geog)</p> <p>Know that the Serengeti is in Africa. (Geog)</p> <p>Know that camouflage is an animal's natural colouring or pattern that enables it to blend in with its surroundings. (Sci)</p> <p>Know that conservation is the prevention of wasteful use of resources and how to preserve, protect or restore the natural</p>	<p>barnacles and periwinkles. (Sci)</p> <p>Know that an ocean is a large expanse of water. (Geog)</p> <p>Know that marine animals are animals that live in the seas or oceans. (Sci)</p> <p>Know that the polar regions, the Arctic and Antarctic, are always cold and icy. (Geog)</p> <p>Know that Henri Matisse is a famous French artist. (Art & Design)</p> <p>Know that maps show natural physical features, such as mountains and rivers, and man-made features, such as roads (Geog)</p> <p>Know that a compass is a tool that shows us directions. (Geog)</p> <p>Know that the Sun rises in the east and sets in the west. (Geog)</p> <p>Know that we have emergency services including the police, the fire service, the emergency medical services and HM Coastguard who can assist us when we are in danger. (RSHE)</p> <p>Know that the RNLI and HM Coastguard keep watch on coastal waters to assist</p>
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	Know that sewing is stitching things using a needle and thread. (DT)	computers and mobile devices. (Computing)	<p>schools and houses. (Geog)</p> <p>Know that animal babies are known by different names than adult animals. (Sci)</p> <p>Know that animals have features that make them easier to identify. (Sci)</p> <p>Know that mammals, including cows, goats, pigs and sheep, produce milk for their babies. (Sci)</p> <p>Know that Spring is a season and is one of four seasons in the United Kingdom: Spring, Summer, Autumn and Winter. (Geog)</p> <p>Know that Spring is associated with new life, changeable weather and that trees start to grow leaves and some trees grow blossom. (Geog)</p> <p>Know that Easter is a springtime festival that is celebrated by Christians. Holi is a springtime festival celebrated by Hindus. It is known as the 'festival of colours. (RE)</p>	<p>environment and wildlife. (Geog)</p> <p>Know that insects have six legs, three body parts, antennae and most have one or two pairs of wings. (Sci)</p> <p>Know that technological toys need instructions to achieve an outcome. (Computing)</p>	<p>people or ships in danger. (RSHE)</p> <p>Know that something that keeps water out is waterproof. (Sci)</p> <p>Know that boats are vessels for travelling over water, which are propelled by oars, sails or an engine. (RSHE)</p> <p>Know that healthy lifestyle choices include eating fruit and vegetables, drinking water, limiting sugary snacks, regular exercise, a good sleep routine, sensible amounts of screen time and good hygiene. (RSHE)</p> <p>Know that a hero is a person admired for their courage, achievements or personal qualities. (RSHE)</p>
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
senses, smell, emotions, anger, happiness, sadness, fear, map, street, town, village, community, map, Earth, United Kingdom, journey, holiday	machine, communicate, technology, battery, electricity, sound, vibration, vehicle, wheel, axle, transport, robot, instructions, magnet, magnetic, metal	memory, remember, baby, toddler, adult, grow, history, grandparent, grandma, grandad, granny, grandpa, nana, family, sister, brother, aunt, uncle, cousin, history,	seed, soil, root, leaves, stalk, grow, water, sunlight, healthy, unhealthy, diet, vitamin, vegetable, fruit, hydrate, sugar, fat, exercise, heart, baby, calf, kid, chick, lamb, piglet,	reptile, mammal, bird, eggs, scaly, mammal, bird, fur, feathers, beak, claws, teeth, carnivore, meat, herbivore, plants, omnivore, brave, resilient, Africa, Australia, lion, koala,	seashore, crab, hermit crab, shell, anemone, starfish, rock pool, seaweed, gull, cliff, limpet, barnacle, seal, herbivore, carnivore, omnivore, marine, sea, ocean, shark,

		heritage, history, past, historian	cygnet, puppy, kitten, produce	endangered, extinct, conservation, camouflage, wildlife, rainforest, desert, polar, pattern, spot, stripe	whale, dolphin, squid, octopus, jellyfish, fish, scales, gills, tail, fin, sailor, pirate, map, treasure, boat, ship, galleon, compass, north, south, east, west, captain, crew, deck, rigging, crows nest, Jolly Roger, island, anchor, sail, oar, rudder, coastguard, life jacket, lifeboat, waterproof
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