

EYFS Key Knowledge

Foundation Subjects

History

Book/Activity	Goal	Key knowledge
Twas the night before Christmas (Advent two)	Talk about the lives of the people around them and their roles in society To know similarities and differences between things the past and now, drawing upon their experiences and what they've read in class	<ul style="list-style-type: none">➤ I know that people's lives were different to what they are now➤ I know that Santa was called St Nicholas in the past➤ I know my Christmas toys would have been different to the past➤ I know that my Christmas traditions are different to the past➤ (Grandparents to come in to talk about their Christmas experiences)
When I was Young (Lent 1)	I can understand the past through settings, characters and events.	<ul style="list-style-type: none">➤ I know that my childhood has some differences and similarities to my parent's (for example technology, toys, stories)➤ I know that a bath was heated using a fire in the kitchen➤ I know that a bath was made of tin➤ I know that they didn't have electricity➤ I know that they didn't have bathrooms➤ I know who's in Joe's family by using the family tree➤ I know that Queen Victoria was the queen in the Victorian times

Geography

Book/activity	Goal	Key Knowledge
<p>Time capsule (Biff, Chip and Kipper) The Streets Beneath Our Feet. (Advent 1) and revisit in (Pentecost 2) for local area walk.</p> <p>(Children will create a time capsule when they first start school, putting in objects that show how they are different from when they were born. Portrait, name writing, height. In advent 2 Children will create a map to find the time capsule and compare how they have changed from the start of the year to now.)</p> <p>Activity Advent 1: To draw a self-portrait and talk about how I have changed since being a baby.</p> <p>Activity Advent 2: Use meter stick to mark on key landmarks on the walk</p> <p>Concept: Past and Present, Mapping</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>	<ul style="list-style-type: none"> ➤ I know differences between my school environment and my home environment and say how these differences might impact on my behaviour. ➤ I know what I look like and can describe myself. ➤ I know how I have changed and grown. ➤ I know that landmarks help me find the way in my environment (e.g. road, house, school, church, shop, garage, park, post-box).
<p>All aboard the bobo bus (Pentecost 1)</p> <p>Concept: Transport, Culture</p> <p>Activity: Go on a bus ride on the local area and spot landmarks</p>	<p>Know some similarities and differences between cultural communities in this country drawing on their experiences and what has been read in class</p>	<ul style="list-style-type: none"> ➤ I know I live in a country called England ➤ I know what a globe is and I know that a globe can show where different countries are ➤ I know some similarities between England and Burkinafaso (West Africa)

	Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction and when appropriate maps	<ul style="list-style-type: none"> ○ (buses, live in houses, rivers, forest, lake (King Leir Lake), wild animals, market) ➤ I know some differences between England and Burkinafaso (Hippos, domes of fabedougou, style of house, weather)
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Science

Book/Activity	Goal	Key Knowledge
Owl Babies (Advent 2) Cinnamon (Pentecost 1) <ul style="list-style-type: none"> - Materials - Habitats 	Explore the natural world around them making observations and drawing pictures of animals and plants Understand some important processes and changes in the natural world around them including the seasons and changing states of matter 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.	<ul style="list-style-type: none"> ➤ I know the names of some materials (metal, fabric, wood, plastic) ➤ I know some properties of different materials and can describe them (soft, shiny, hard, magnetic, cold) ➤ I know the names of some habitats and that different animals live in them (sea, arctic, forest, farm) ➤ I can name some similarities and differences between life in this country and life in other countries. Including religions, culture and cultural differences.
Leaf (Pentecost 1) <ul style="list-style-type: none"> - Hot and Cold Habitats 	Explore the natural world around them making observations and drawing pictures of animals and plants	<ul style="list-style-type: none"> ➤ I know some features of a woodland habitats and the animals that live there (burrows/foxes/rabbits, shelter, caves/bat)
Owl Babies (Advent 2) <ul style="list-style-type: none"> - Forest Habitats 	Explore the natural world around them making observations and drawing pictures of animals and plants	<ul style="list-style-type: none"> ➤ I know some features of a woodland habitats and the animals that live there (owls/birds generally and nests)

<p>The Emperor's Egg (Lent 1)</p> <ul style="list-style-type: none"> - Cold Habitat - Life cycles <p>Concept: Environment</p>	<p>Explore the natural world around them making observations and drawing pictures of animals and plants</p> <p>Know some similarities and differences between natural world around them and contrasting environment drawing on their experience and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them including the seasons and changing states of matter</p>	<ul style="list-style-type: none"> ➤ I know some features of the polar regions and the animals that live there (emperor penguin, polar bear, seals, arctic fox, albatross... North pole/south pole) – cold environment, weather (snow, blizzard, icebergs and ice caps, glaciers) ➤ Similarities – land/sea, animals, people who live there, day/night, mountains ➤ differences – longer day, shorter night, where people live (igloos/brick houses), types of animals (classification), land (snowy, rocky, less built up compared to green and concrete areas). ➤ I know ice is frozen water ➤ I know how to change ice into water ➤ I know how to change water into ice ➤ I know that ice melts into water
<p>Seasonal walks for every season</p> <ul style="list-style-type: none"> - Autumn – The Leaf Man (Advent 1) 	<p>Explore the natural world around them making observations and drawing pictures of animals and plants</p>	<ul style="list-style-type: none"> ➤ I know that trees change in the seasons ➤ I know that the weather changes in each season ➤ I know what to wear for the different seasons
<p><u>Non-fiction plant growing book</u></p> <p>Jack and the beanstalk Paco and the Chilli Bean Plant. (Lent 2)</p>	<p>Explore the natural world around them making observations and drawing pictures of animals and plants</p>	<ul style="list-style-type: none"> ➤ I know that a plant needs water and light ➤ I know the parts of the plant are roots, stem, leaf, flower/petals
<p>Hatch a chick (non-fiction) + How does an egg grow? (Lent 2)</p>	<p>Understand some important processes and changes in the natural world around them including the seasons and changing states of matter.</p>	<ul style="list-style-type: none"> ➤ I know that the life cycle of a chick is egg, chick, chicken (hen/cockerel) ➤ I know chick eggs need to be incubated

Computing

Book/Activity	Goal	Key knowledge
<p>How things work (book)</p> <p>Using recycled technological equipment such as mouse, keyboards, old phones, ipad, remote controls</p> <p>Digital walk around the school to identify what around uses technology (microwave – easter link)</p> <p>Past and Present – “When I was Young” (Lent 2) (History topic) then and now</p>	<p><i>Technology around us</i></p> <p>To explore technology around us and understand that it has a function</p>	<ul style="list-style-type: none"> ➤ I know that a keyboard operates a computer ➤ I know that a remote control operates a computer and TV ➤ I know that a mobile and landline phone have the same function ➤ I know that a fridge and freezer keeps things cool/frozen ➤ I know that a microwave makes things hot ➤ I know that a visualiser makes a bigger picture of an object ➤ I know that the interactive board is a big computer
<p>Beebot in provision (links to Geography mapping unit, links to Art)</p>	<p><i>Using a robot</i></p> <p>To explore and use directional language</p>	<ul style="list-style-type: none"> ➤ I know that that a beebot is a robot ➤ I know that that pressed button tells the robot to do something ➤ I know that that programming is when you tell a computer or robot to do something ➤ I know that what the words forwards, backwards, left and right mean ➤ To know that they can program a sequence of instructions to the beebot and have a go
<p>Laptops out in provision under TA supervision (TA project)</p>	<p><i>Digital Writing</i></p>	<ul style="list-style-type: none"> ➤ I know that that pressing the keyboard will produce letters and numbers on the laptop ➤ To type their name
<p>Chicken Clicking (book)</p>	<p><i>Internet Safety</i></p> <p>To explore what the internet is and how to use it safely.</p>	<ul style="list-style-type: none"> ➤ I know that the internet is on laptops, computers, and mobile phones ➤ I know that that anyone can be playing a game with them online ➤ I know that not to share personal details online ➤ I know that to speak to a trusted adult if something does not feel safe online

Design and Technology

Book/Activity	Goal	Key Knowledge
<p>Create an owl baby using split pins for the wings</p> <p>Use the owl babies to retell the story</p> <p>To make a habitat for a creature in the forest – Links to “Leaf” (Pentecost 1)</p>	<p>Safely use an explore a variety of materials tools and techniques experimenting with colour, design, texture, form, and function</p> <p>Share their creations and explain the processes they have used</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery; - begin to show accuracy and care when drawing.</p>	<ul style="list-style-type: none"> ➤ I know that that scissors can be used to cut things ➤ I know that that scissor control comes from holding the scissors pointing to the sky and moving the paper around. ➤ I know that that a pivot is made using a split pin which allows the wings on the owl to move ➤ I know that that different media can create different effects in their creations (e.g. feathers on owl). ➤ I know that mixed media (junk modelling) can be used to build a Gruffalo house and to know and experiment with different joining techniques (splayed cuts on cylindrical objects) ➤ I know how to use a tape dispenser
Tony Cragg	<p>Explore how to join the junk together.</p> <p>Talk about what they want to make as a sculpture by discussing what fits together and creates an interesting form / shape.</p> <p>Create alternating repeating patterns using the techniques learned i.e. choose two implements and create a painted pattern e.g. leaf print, fingerprint, leaf print, fingerprint. Then create another pattern using two different implements to create two different textures.</p>	
<p>COOKING:</p> <p>Making Chilli – Links to Paco and the Giant Chilli Plant. (Lent 2)</p>	<p>To make chilli as a class using the “chilli bean” from the story.</p> <p>Ingredients:</p> <ul style="list-style-type: none"> • Passata • Kidney Beans • Mild chili powder • White Onions 	<ul style="list-style-type: none"> ➤ To know how to use equipment safely. ➤ To know the importance of hygiene when cooking. ➤ To be able to chop/grate onion safely. ➤ To understand how to use an electric hob safely. ➤ To measure ingredients.

	<ul style="list-style-type: none"> • Quorn Mince • Tortilla Chips (Collect a hot plate from the Juniors)	
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Art

Book/Activity	Goal	Key Knowledge
Bridget Riley artist	<p>Look at the work of the focus artist. Use the art appreciation sheet to observe and respond to their work.</p> <p>Explore how to hold and control the implements.</p> <p>Learn to draw along a straight line (use a ruler)</p> <p>Draw around an object or stencil. Making the mark lighter and darker.</p> <p>Create a drawing using rulers and stencils.</p>	<ul style="list-style-type: none"> ➤ I know that to use a tripod grip when using paint brushes (the same as a pencil) ➤ I know that to use a ruler by splaying their hands and pressing down firmly ➤ I know that to keep one hand still when drawing around an object and move the other hand around the object.
Jackson Pollock	<p>Look at the work of the focus artist. Use the art appreciation sheet to observe and respond to their work</p> <p>Explore the different textures that the paint can create using different implements e.g. fingers, brushes, splattering using brushes or toothbrushes, twigs, feathers and printing using a range of objects (natural e.g. leaves, or manmade e.g. Numicon tiles)</p>	<ul style="list-style-type: none"> ➤ I know that different painting textures can be created using different equipment.

Music

Book/Activity	Goal	Key Knowledge
Poetry Recital	Invent, adapt and recount narratives and stories with peers and their teacher	<ul style="list-style-type: none"> ➤ I know that that rhythm is sounds in a row. ➤ To know that rhythm can be made with their voice and their body (dance PE link)

<p>Christmas Carols</p> <p>Talk for Writing units</p> <p>Percussion in provision</p> <p>Explore the instrument box</p> <p>Rock Steady</p>	<p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music</p> <p>I learn to sing simple songs and poetry from memory with the support from an adult</p> <p>I have a repertoire of songs I know from memory</p> <p>I can use an instrument with a beat of increasingly complex patterns</p>	<ul style="list-style-type: none"> ➤ I know that at least 3 nursery rhymes from memory () ➤ I know that at least 7 songs (repertoire) from memory ➤ I know that that a drum is an instrument which can be banged to create a beat ➤ I know that the names of different instruments e.g. drum, tambourine, maraca, xylophone, wooden wind instruments.
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