



EY LINKS TO KS1 NATIONAL CURRICULUM

ART AND DESIGN

EY Curriculum Links:			
<ul style="list-style-type: none"> Use a range of materials creatively to design and make products 	<ul style="list-style-type: none"> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	<ul style="list-style-type: none"> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
EY Curriculum Links:			
<p><u>Creating with Materials</u></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 	<p><u>Birth to 5 Range 6 Creating With Materials:</u></p> <ul style="list-style-type: none"> Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. <p><u>Birth to 5 Range 6 Being Imaginative</u></p> <ul style="list-style-type: none"> Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes <p><u>Birth to 5 Range 6 Shape</u></p> <ul style="list-style-type: none"> Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build 	<p><u>Fine Motor ELG</u></p> <ul style="list-style-type: none"> Begin to show accuracy and care when drawing. <p><u>Birth to 5 Range 6 Creating With Materials:</u></p> <ul style="list-style-type: none"> Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking 	<p><u>Birth to 5 Range 6 Being Imaginative</u></p> <ul style="list-style-type: none"> Responds imaginatively to art works and objects, e.g. <i>this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</i>
Underpinning Characteristics of Effective Learning			
<p><i>Motivation (Concentration) Maintains focus for a period of time, showing high levels of engagement and paying attention to detail.</i></p> <p><i>Creativity and Critical Thinking: Having Own Ideas Thinks of his/her own ideas and different ways of doing things, uses imagination in play.</i></p> <p><i>Creativity and Critical Thinking: Reviewing Review activities as he/she does them and changes the approach as required</i></p>			



EY LINKS TO KS1 NATIONAL CURRICULUM COMPUTING

EY Curriculum Links:			
<ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 	<ul style="list-style-type: none"> Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs 	<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 	<ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
EY Curriculum Links:			
<p><u>Birth to 5 Range 6 Technology</u></p> <ul style="list-style-type: none"> Completes a simple program on electronic devices <p><u>Birth to 5 Range 6 Measures</u></p> <ul style="list-style-type: none"> Is increasingly able to order and sequence events using everyday language related to time <p><u>Birth to 5 Range 5 Understanding</u></p> <ul style="list-style-type: none"> Responds to instructions with more elements 	<p><u>Birth to 5 Range 6 Technology</u></p> <ul style="list-style-type: none"> Completes a simple program on electronic devices Uses ICT hardware to interact with age-appropriate computer software 	<p><u>Birth to 5 Range 6 Technology</u></p> <ul style="list-style-type: none"> Can create content such as a video recording, stories, and/or draw a picture on screen Develops digital literacy skills by being able to access, understand and interact with a range of technologies Can use the internet with adult supervision to find and retrieve information of interest to them <p><u>Reading ELG:</u></p> <ul style="list-style-type: none"> Knows that information can be retrieved from books, computers and mobile digital devices Enjoys an increasing range of print and digital books, both fiction and non-fiction 	<p><u>Managing Self ELG:</u></p> <ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly <p><u>Birth to 5 Range 6 Health & Self Care</u></p> <ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others
Underpinning Characteristics of Effective Learning			
<p><i>Creativity and Critical Thinking: Making Links</i> Makes links and connections in their experiences, developing ideas of grouping, sequences and patterns</p>			



EY LINKS TO KS1 NATIONAL CURRICULUM DESIGN TECHNOLOGY

Design	Make	Evaluate	Technical Knowledge
<ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 	<ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria 	<ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
EY Curriculum Links:			
<p><u>Speaking ELG:</u></p> <ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary 	<p><u>Creating with Materials ELG:</u></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 <p><u>Fine Motor ELG</u></p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paint brushes and cutlery. <p><u>Birth to 5 Range 6 Creating with materials</u></p> <ul style="list-style-type: none"> Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. 	<p><u>Creating with Materials ELG:</u></p> <ul style="list-style-type: none"> Share their creations, explaining the process they have used <p><u>Birth to 5 Range 6 Creating with Materials:</u></p> <ul style="list-style-type: none"> Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts 	<p><u>Creating with Materials ELG:</u></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
<p>Underpinning Characteristics of Effective Learning</p> <p><i>Motivation (Concentration) Maintains focus for a period of time, showing high levels of engagement and paying attention to detail.</i></p> <p><i>Motivation (Persistence) Keeps on trying and doesn't give up at the first difficulty.</i></p> <p><i>Motivation (Achievement) Shows satisfaction when he/she has accomplished something that he/she has set out to do.</i></p> <p><i>Creativity and Critical Thinking: Having Own Ideas Thinks of his/her own ideas and different ways of doing things, uses imagination in play.</i></p> <p><i>Creativity and Critical Thinking: Reviewing Review activities as he/she does them and changes the approach as required</i></p>			



EY LINKS TO KS1 NATIONAL CURRICULUM

ENGLISH - READING

Word Reading Y1	Comprehension Y1
<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • 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 • Read words containing taught gpcs and –s, –es, –ing, –ed, –er and –est endings • Read other words of more than one syllable that contain taught gpcs ☐ read words with contractions [for example, i’m, i’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • Re-read these books to build up their fluency and confidence in word reading. 	<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 • Being encouraged to link what they read or hear read to their own experiences ☐ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • Recognising and joining in with predictable phrases • Learning to appreciate rhymes and poems, and to recite some by heart • Discussing word meanings, linking new meanings to those already known • Understand both the books they can already read accurately and fluently and those they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Discussing the significance of the title and events • Making inferences on the basis of what is being said and
EY Curriculum Links:	EY Curriculum Links:
<p><u>ELG Word Reading</u></p> <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. 	<p><u>ELG Comprehension</u></p> <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 and poems and during role <p><u>ELG Listening, Attention & Understanding</u></p> <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 <p><u>ELG Speaking</u></p> <ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Underpinning Characteristics of Effective Learning	
<p><i>Motivation and Concentration : Maintains focus for a period of time, showing high levels of engagement and paying attention to detail.</i></p> <p><i>Motivation Persistence: Keeps on trying and doesn’t give up at the first difficulty.</i></p> <p><i>Making Links: Makes links and connections in their experiences, developing ideas of grouping, sequences and patterns</i></p>	



EY LINKS TO KS1 NATIONAL CURRICULUM GEOGRAPHY

Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the north and south poles Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map geography – key stages 1 & 2 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
EY Curriculum Links:			
<p><u>Birth to 5 Range 6 The World :</u></p> <ul style="list-style-type: none"> Talks about the features of their own immediate environment and how environments might vary from one another Knows about similarities and differences in relation to places, objects, materials and living things 	<p><u>The Natural World ELG :</u></p> <ul style="list-style-type: none"> 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 <p><u>Birth to 5 Range 6 The World:</u></p> <ul style="list-style-type: none"> Talks about the features of their own immediate environment and how environments might vary from one another Knows about similarities and differences in relation to places, objects, materials and living things 	<p><u>Birth to 5 Range 6 The World:</u></p> <ul style="list-style-type: none"> Talks about the features of their own immediate environment and how environments might vary from one another <p><u>Birth to 5 Range 6 Spatial Awareness</u></p> <ul style="list-style-type: none"> May enjoy making simple maps of familiar and imaginative environments, with landmarks 	<p><u>Comprehension ELG</u></p> <ul style="list-style-type: none"> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay. <p><u>Birth to 5 Range 6 Spatial Awareness:</u></p> <ul style="list-style-type: none"> Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints May enjoy making simple maps of familiar and imaginative environments, with landmarks <p><u>Birth to 5 Range 6 The World :</u></p> <ul style="list-style-type: none"> Talks about the features of their own immediate environment and how environments might vary from one another
<p>Underpinning Characteristics of Effective Learning</p> <p><i>Engagement (Curiosity) Shows curiosity about objects and the world around them, and has particular interests</i></p> <p><i>Creativity and Critical Thinking: Making Links Makes links and connections in their experiences, developing ideas of grouping, sequences and pattern</i></p>			



EY LINKS TO KS1 NATIONAL CURRICULUM HISTORY

Subject Content KS1			
<ul style="list-style-type: none"> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time 	<ul style="list-style-type: none"> They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. 	<ul style="list-style-type: none"> They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. 	<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal Ranges of change in national life
EY Curriculum Links:			
<p><u>Birth to 5 Range 6 People & Communities:</u></p> <ul style="list-style-type: none"> Talks about past and present events in their own life and in the lives of family members <p><u>Birth to 5 Range 6 Measures</u></p> <ul style="list-style-type: none"> Is increasingly able to order and sequence events using everyday language related to time 	<p><u>ELG Past & Present:</u></p> <ul style="list-style-type: none"> 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. 	<p><u>Comprehension:</u></p> <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. 	<p><u>ELG Past & Present:</u></p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
Underpinning Characteristics of Effective Learning			
<p><i>Creativity and Critical Thinking: Making Links Makes links and connections in their experiences, developing ideas of grouping, sequences and patterns.</i></p>			



EY LINKS TO KS1 NATIONAL CURRICULUM

MATHS - NUMBER

Number – Number and Place Value	Number – Addition and Subtraction	Multiplication & Division	Fractions
<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens 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 Read and write numbers from 1 to 20 in numerals and words. 	<ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including zero Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. 	<ul style="list-style-type: none"> Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. 	<ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
EY Curriculum Links:			
<p><u>Number ELG</u></p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. <p><u>Numerical Patterns ELG:</u></p> <ul style="list-style-type: none"> 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 	<p><u>Number ELG</u></p> <ul style="list-style-type: none"> 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. <p><u>Birth to 5 Aspect 6</u></p> <ul style="list-style-type: none"> Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“ 	<p><u>Numerical Patterns</u></p> <ul style="list-style-type: none"> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p><u>Numerical Patterns</u></p> <ul style="list-style-type: none"> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
<p>Underpinning Characteristics of Effective Learning <i>Creativity and Critical Thinking: Making Links</i> Makes links and connections in their experiences, developing ideas of grouping, sequences and patterns</p>			



EY LINKS TO KS1 NATIONAL CURRICULUM

MATHS - SHAPE, SPACE AND MEASURE

Measurement	Geometry (Property of shapes)	Geometry (position & direction)
<ul style="list-style-type: none"> Compare, describe and solve practical problems for: lengths and heights measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) Recognise and know the value of different denominations of coins and notes Sequence events in chronological order using language 	<ul style="list-style-type: none"> Recognise and name common 2-d and 3-d shapes 	<ul style="list-style-type: none"> Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
EY Curriculum Links:		
<u>Birth to 5 Range 6 Measures</u> <ul style="list-style-type: none"> Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy Becomes familiar with measuring tools in everyday experiences and play Is increasingly able to order and sequence events using everyday language related to time Beginning to experience measuring time with timers and calendars 	<u>Birth to 5 Range 6 Shape</u> <ul style="list-style-type: none"> Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build 	<u>Birth to 5 Range 6 Spatial Awareness</u> <ul style="list-style-type: none"> Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)
Underpinning Characteristics of Effective Learning <i>Creativity and Critical Thinking: Making Links</i> Makes links and connections in their experiences, developing ideas of grouping, sequences and patterns <i>Engagement (Curiosity)</i> : Shows curiosity about objects and the world around them, and has particular interests		



EY LINKS TO KS1 NATIONAL CURRICULUM

MUSIC

KS1 Subject content:			
<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<ul style="list-style-type: none"> Play tuned and untuned instruments musically 	<ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music.
EY Curriculum Links:			
<u>Being Imaginative and Expressive ELG</u> <ul style="list-style-type: none"> 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. 	<u>Birth to 5 Range 6 Creating with Materials:</u> <ul style="list-style-type: none"> Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to 	<u>Listening, Attention and Understanding ELG:</u> <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 <u>Creating with materials Birth to 5:</u> <ul style="list-style-type: none"> Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts 	<u>Birth to 5 Range 6 Creating with Materials:</u> <ul style="list-style-type: none"> Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes
Underpinning Characteristics of Effective Learning <i>Creativity and Critical Thinking: Having Own Ideas Thinks of his/her own ideas and different ways of doing things, uses imagination in play.</i>			



EY LINKS TO KS1 NATIONAL CURRICULUM PHYSICAL EDUCATION

Subject Content KS1			
<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending 	<ul style="list-style-type: none"> Perform dances using simple movement patterns. 	<ul style="list-style-type: none"> Develop competence to excel in a broad range of physical activities Are physically active for sustained periods of time Engage in competitive sports and activities Lead healthy, active lives.
EY Curriculum Links:			
<p><u>Gross Motor Skills ELG:</u> Negotiate space and obstacles safely, with consideration for themselves and others.</p> <ul style="list-style-type: none"> Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jump 	<p><u>Building Relationships ELG:</u></p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. <p><u>Managing Self ELG</u></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. 	<p><u>Birth to 5 Range 6 Being Imaginative:</u></p> <ul style="list-style-type: none"> Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes <p><u>Birth to 5 Range 6 Creating with materials</u></p> <ul style="list-style-type: none"> Begins to build a collection of songs and dances <p><u>Birth to 5 Range 6 Health and Self care</u></p> <ul style="list-style-type: none"> Can initiate and describe playful actions or movements for other children to mirror and follow 	<p><u>Birth to 5 Range 6 Health & self-care</u></p> <ul style="list-style-type: none"> Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health
Underpinning Characteristics of Effective Learning			
<p><i>Engagement (Taking Risks) Willing to try out new things and is open to new experiences.</i></p> <p><i>Motivation (Persistence) Keeps on trying and doesn't give up at the first difficulty.</i></p> <p><i>Motivation (Achievement): Shows satisfaction when he/she has accomplished something that he/she has set out to do.</i></p>			



EY LINKS TO KS1 NATIONAL CURRICULUM SCIENCE

Working Scientifically	Animals Including Humans	Everyday Materials	Seasonal Changes
<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions 	<ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees. • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<ul style="list-style-type: none"> • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties 	<ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies
EY Curriculum Links:			
<p><u>Communication and Language ELG:</u></p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Creating with Materials ELG: • Safely use and explore a variety of materials, tools and techniques 	<p><u>The Natural World ELG:</u></p> <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 • Fine Motor: • Begin to show accuracy and care when drawing. 	<p><u>Creating with Materials ELG:</u></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 	<p><u>The Natural World ELG:</u></p> <ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
<p>Underpinning Characteristics of Effective Learning</p> <p><i>Engagement (Curiosity): Shows curiosity about objects and the world around them, and has particular interests</i></p> <p><i>Engagement (Taking Risks): Willing to try out new things and is open to new experiences.</i></p> <p><i>Creativity and Critical Thinking: Making Links: Makes links and connections in their experiences, developing ideas of grouping, sequences and patterns.</i></p> <p><i>Creativity and Critical Thinking: Reviewing Review activities as he/she does them and changes the approach as required.</i></p>			