

Understanding of The World

Science: Key vocabulary and knowledge

| EYFS | The Natural World - Science <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. | | | | |
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| Projects | AUTUMN Community Champions Christmas | SPRING Around the World in 80 Days | | SUMMER Down on the Farm Save Our Seas | |
| Key Vocab | Animals Plants Winter Summer Spring Autumn | Winter Summer Spring Autumn Hot Cold | Asia Africa North America South America Artic Australia Europe | Farm Animals Cow Horse Sheep Pig Farmer Tractor | Seas Fish |
| Knowledge | <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. | | | | |

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Geography: Key vocabulary and knowledge

| EYFS | Autumn | | Spring | | Summer | |
|------------------|---|--------------------------|---|-------------|--|--|
| Projects | Our School - Immediate Environment Community Champions The First Christmas | | Around the World in 80 Days | | Save Our Seas Down on the Farm | |
| Key Vocab All | School Classroom Hill View Playground Quad Den Classroom | North Hall South Hall | World North, South, East, West, Compass | Oceans/seas | Seasons Winter Autumn Summer Spring Weather Rain | Sun Wind Farm Animal Cow Sheep Horse |
| Knowledge | <p>People and Communities – Geography</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction 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. | | | | | |

Understanding of the World

History: Key vocabulary and knowledge

| EYFS | Autumn | Spring | Summer |
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| Projects | Community Champions | A Grand Tea Party | Down on the Farm |
| Key vocab All | Police Officer Soldier Army Firefighter Old New Past Present | Old New Young Same Different | Past Present Vehicles Animals Cow Sheep Pig Horse Farmer |
| Knowledge | <p>Past and Present - History (Community Champions, A Grand Tea Party,</p> <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. People, Culture. | | |

Art and Design

Art: Key vocabulary and knowledge

| Vocabulary | EYFS |
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| All | Colour Sing Shape Paint Draw Sing Dance Move |
| Knowledge | <p>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> <p>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> |

Design Technology

DT: Key vocabulary and knowledge

| EYFS – Design Technology | | |
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| Construction | Textiles | Cooking and nutrition |
| Autumn - EYFS Hub Spring – Community Champions Summer – Boats - Save our Seas | Autumn - Christmas Spring – Grand Tea Party Summer – Fairy-tale Ball | Autumn - Mince Pies/Biscuits - Christmas Spring – Cupcakes/Cakes Grand Tea Party Summer – Cheese Straws/wands - Fairy Ball |
| <u>Key Vocabulary - ALL</u> <ul style="list-style-type: none"> • Draw • Build • Stick • Paper • Card • Plastic | <u>Key Vocabulary - ALL</u> <ul style="list-style-type: none"> • Make • Stick • Fabric | <u>Key Vocabulary - ALL</u> <ul style="list-style-type: none"> • Like • Cut • Spread • Safe • Knife |
| <u>Key Vocabulary – MOST</u> <ul style="list-style-type: none"> • Plan • Label • Glue • Make • Design | <u>Key Vocabulary - MOST</u> <ul style="list-style-type: none"> • Material • Dislike • Next time • Felt • Design • Make | <u>Key Vocabulary - MOST</u> <ul style="list-style-type: none"> • Chop • Clean • Wash • Design • Make |
| <u>Key Vocabulary – SOME</u> <ul style="list-style-type: none"> • Materials • Construct • Evaluate | <u>Key Vocabulary - SOME</u> <ul style="list-style-type: none"> • Change • Tools • Join • Evaluate | <u>Key Vocabulary - SOME</u> <ul style="list-style-type: none"> • Evaluate • Change • Hygiene |
| DESIGN - Developing, Planning and Communicating Ideas <ul style="list-style-type: none"> • Talk about what they want to make • Understand who the product is for • Create a simple design using pictures and labels (annotated if needed) | MAKE - Working with tools, equipment, materials and components to make quality products <ul style="list-style-type: none"> • Use a variety of small tools (scissors, paintbrushes, rollers and cutlery) | EVALUATE - Be excited about what they have made <ul style="list-style-type: none"> • Share their product in either a small group or a whole class • Discuss what they have made and how they made it |

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| | <ul style="list-style-type: none"> • Understand how to use and transport simple tools safely (e.g. carry scissors around the room) • Explore a range of materials and begin to discuss their function <ul style="list-style-type: none"> • Experiment with colour and texture • Demonstrate basic hygiene when using food | <ul style="list-style-type: none"> •As a group/discuss how improvements can be made next time •Make simple recordings of evaluations (annotations of photos, adults recordings of children's talk, simple sentences) |
| <p>Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> | | |