

## Foundation to Year 1 curriculum

EYFS	KS1	Nursery	Reception	Year 1
Understanding the world	Geography	<ul style="list-style-type: none"> <li>• Enjoy playing with small-world reconstructions, building on first hand experiences</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> </ul>	<ul style="list-style-type: none"> <li>• Draw information from a simple map</li> <li>• Recognise some similarities and differences between life in this country and life in other countries</li> <li>• Explore the natural world around the</li> <li>• Recognise some environments that are different from the one in which they live</li> <li>• Understand the effect of changing seasons on the natural world around them</li> </ul>	<p>Name and locate the world's seven continents and five oceans</p> <ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and name its surrounding seas</li> <li>• 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</li> <li>• Identify seasonal and daily weather patterns in the UK, and the location of hot and cold areas of the world in relation to the equator and the North and South Poles</li> </ul>
	History	<p>Begin to make sense of their own life story and family's history</p>	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past</li> <li>• Compare and contrast characters from stories, including figures from the past</li> </ul>	<ul style="list-style-type: none"> <li>• Changes within living memory - where appropriate, these should be used to reveal aspects of change in national life</li> <li>• Events beyond living memory that are significant nationally or globally</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements; some should be used to compare aspects of life in different periods</li> <li>• Significant historical events, people and places in their own locality</li> </ul>

Science

- Use all their senses in hands-on exploration of natural materials
- Explore collections of materials with similar and/or different properties
- Talk about what they see, using a wide vocabulary
- Plant seeds and care for growing plant
- Understand the key features of the life cycles of a plant and an animal
- Begin to understand the need to respect and care for the natural environment and all living things
- Explore and talk about different forces they can feel
- Talk about the differences between materials and changes they notice

- Describe what they see, hear and feel whilst outside
- Explore the natural world around them
- Understand the effect of changing seasons on the natural world around them
- Changing states of matter

- 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
- Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- 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
- 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
- Observe changes across the four seasons

				<ul style="list-style-type: none"> <li>• Observe and describe weather associated with the seasons and how day length varies</li> </ul>
	RE	<p><b>Beliefs and practices;</b>  How and why do we prepare for and celebrate a joyous occasion?  How and why do Christians celebrate Harvest?  How do we know that it's Harvest time?  Talk about, prepare and participate in tasting foods for celebrations.</p> <p><b>Identity and belonging</b>  <b>Human responsibility and values</b>  How do people, including those from religious groups, celebrate belonging? For example, choose from Muslim Aqiqah, a Hindu, Humanist or Sikh naming ceremony.  How do Hindu brothers and sisters show protection for one another at Raksha Bandhan?</p> <p><b>Human responsibility and values.</b></p>	<p><b>Beliefs and Practices</b>  <b>Ultimate questions</b>  Why is the word God so important to Christians?  Why do Christians perform Nativity plays at Christmas?  How can we help others when they need it?  Why do Christians put a cross in an Easter garden?  What makes every single person unique and precious?  How can we care for our world?</p>	<p>Why is belonging to God and the church family important to Christians?  What did Jesus teach about God in his parables?  Why is learning to do good deeds so important to Jewish people?  Why do Christians pray to God and worship him?  Why do Jewish families say so many prayers and blessings?  How does celebrating Pentecost remind Christians that God is always with them?</p>

Expressive arts and Design	Art	<ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make</li> <li>• Develop their own ideas and then decide which materials to use to express them</li> <li>• Join different materials and explore different textures</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details</li> <li>• Use drawing to represent ideas like movement or loud noises</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc</li> <li>• Explore colour and colour mixing • Show different emotions in their drawings - happiness, sadness, fear, etc</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent the</li> <li>• Create collaboratively, sharing ideas, resources and skills</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products</li> <li>• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• Talk 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</li> </ul>
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	DT	<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials</li> <li>• Explore collections of materials with similar and/or different properties</li> <li>• Talk about what they see, using a wide vocabulary</li> <li>• Explore how things work</li> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make</li> <li>• Develop their own ideas and then decide which materials to use to express them</li> <li>• Join different materials and explore different textures</li> <li>• Make imaginative and complex "small worlds" with blocks and construction kits, such as a city with different buildings and a park</li> </ul>	<ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>• Create collaboratively, sharing ideas, resources and skills</li> </ul>	<ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users, based on design criteria</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• Explore and evaluate a range of existing products</li> <li>• Evaluate their ideas and products against design criteria</li> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products</li> </ul>
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Music and Drama

- Take part in simple pretend play, using an object to represent something else, even though they are not similar
- Begin to develop complex stories using small-world equipment like animal sets, dolls and dolls houses
- Make imaginative and complex "small worlds" with blocks and construction kits, such as a city with different buildings and a park
- Listen with increased attention to sounds
- Respond to what they have heard, expressing their thoughts and feelings
- Remember and sing entire songs
- Sing the pitch of a tone sung by another person ("pitch match")
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs
- Create their own songs or improvise a song around one they know
- Play instruments with increasing control to express their feelings and ideas

- Listen attentively, move to and talk about music, expressing their feelings and responses
- Watch and talk about dance and performance art, expressing their feelings and responses
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Develop storylines in their pretend play
- Explore and engage in music making and dance, performing solo or in groups

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high quality live and recorded music
- Experiment with, create, select and combine sounds using the interrelated dimensions of music

Physical development	PE	<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</li> <li>• Go up steps and stairs, or climb apparatus, using alternate feet</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks</li> <li>• Start taking part in some group activities, which they make up for themselves, or in teams</li> <li>• Increasingly be able to use and remember sequences and patterns of movements that are related to music and rhythm</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width</li> </ul>	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</li> <li>• Progress towards a more fluent style of moving, with developing control and grace</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming</li> <li>• Combine different movements with ease and fluency</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>• Develop overall body strength, balance, co ordination and agility</li> <li>• Further develop and refine a range of ball skills, including throwing, catching, kicking, passing, batting, and aiming</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Participate in team games, developing simple tactics for attacking and defending</li> <li>• Perform dances using simple movement patterns</li> </ul>
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