



E.Y.F.S Outcomes linked to National Curriculum Subjects: Nursery

Nursery	Can you sing your favourite nursery rhyme?	What makes a good friend?	What colours can I see around me?	Which pet will I choose?	What is your favourite food?	Can you tell me a story?
Key Texts:	Each Peach, Pear Plum Dear Mother Goose Humpty Dumpty	Dear Daisy Goldilocks & The 3 Bears I want to be!	Brown Bear, Brown Bear, What do you see? Elmer Pot of Gold	Dear Zoo That's Not My Puppy! Rover	Rosie's Walk Handa's Surprise The Gingerbread Man	The Gruffalo Once Upon A Time The Three Billy Goat's Gruff
PSHE	Me and my relationships Marvellous me! I'm special	Keeping myself safe People who help to keep me safe (including Listening to my feelings) Safety Indoors and Outdoors What's safe to go into my body Smartie the penguin (version 1 EYFS)	Valuing difference Me and my friends Friends and family Including everyone	Rights and responsibilities Looking after myself Looking after others Looking after my environment Smartie the penguin (version 2 EYFS)	Being my best What does my body need? I can keep trying I can do it!	Growing and changing
	I can name my body parts I can say what I like to do	I can keep myself safe I can ask for help	I can say who is in my family I can say who my friends are	I can say how to keep the world clean and tidy	I can say how to look after myself	
Science	-I can see when a character falls and what happens (Humpty Dumpty) -I can take an interest in the things around me	-I can move in different ways and know what happens when I exercise -I can say something that is safe for my body -I can say what my body needs-toilet, water, food	-I can say the names of colours (red, yellow, blue, orange, green, brown, black, white) -I can point to a rainbow -I can say when it is raining or sunny, hot/cold (weather)	-I can name common animals (dog, cat, rabbit, fish) -I can see that people look after pets and say something they need	-I can see that food changes when it is cooked -I can say that plants grow and need water -I can say that fruit and vegetables are good for me -I can see what happens when I exercise	-I can say what is in our world: tree, plant, flower, animal, person -I can see that some things float in water and some things do not
-I can watch what happens when things change and respond to 'what happened?'						
History	-I can listen to story and follow what happens over time -I can see how I have changed over time	-I can listen to story and follow what happens over time -I can answer a question-who is old/young in a story	-I can listen to story and follow what happens over time -I can respond to time related phrase: 'now'	-I can listen to story and follow what happens over time -I can start to select pictures to show a story order over time	-I can listen to story and follow what happens over time -I can see changes in time -I can order simple pictures with support to tell a story	-I can see how people change over time. -I can respond to questions relating to time-What did you do yesterday? This morning? -I can see how I have changed over time and remember an event in time
Geography	-I can take an interest and explore my environment	-I can take an interest in people around me	-I can take an interest in the world around me and ask a simple question	-I can take an interest in the world around me and ask a simple question -I can see that animals grow (puppy-dog)	-I can see changes in the world around me -I can see that plants grow	-I can understand that places look different. -I can point different to things in my environment to describe (tree, grass, playground)
Art	-I can make marks with different materials		Kandinsky -I can name the colours: red, white, blue, yellow, black -I can hold a paintbrush to mark make -I can follow a line	Matisse -I can hold scissors and begin to snip with support -I can choose coloured shapes and stick them down with glue	Arcimboldo -I can make a picture from fruit and vegetables -I can control objects -I can print with some control	
	-I can respond to: I can see...I can see the colours...I like/ do not like the art work -I can hold mark making equipment to make and explore different marks -I can respond to a question to say what I have drawn, painted or made -I can make decisions about what colours to use					
DT	-I can explore different toys -I can eat by myself	-I can explore different toys -I can choose food I like	-I can choose & use different materials -I can respond to simple questions about materials I use (hard/soft, shiny)	-I can choose from different materials to make something on my own -I can gold scissors to snip with some control	-I can watch an adult prepare food -I can say I need to wash my hands before I eat -I can name some common foods	-I can make a simple structure and know it can break
Computing	-I can use the iwb pen to draw -I can watch videos and respond to music that uses technology	-I can touch buttons on the iwb and see what happens -I can watch videos and respond to music that uses technology	-I can watch videos and respond to music that uses technology	-I can see that the keyboard makes text on a screen	-I can use a recorder with support	-I can make a Bee Bot move with support
RE	-I can show how we share by giving snack to everyone -I can say that I have grown since my baby photo was taken	-I can name some of the people in the Christmas story -I can say that taking turns is how we play	-I can tell the truth if I have done something wrong -I say that Joseph's brothers said sorry	-I can talk about Jesus in relation to Easter -I can say how I am the same as someone else	-I can say the things I can hear on a nature/listening walk -I can play with a friend, taking turns and talking back and forth	-I can say who my friends are -I can take part and have a go



Music	<p>I can imitate movement in response to music I can move my whole body to sounds I enjoy, such as music or a regular beat I can say whether sounds are loud or quiet I can sing some familiar songs and nursery rhymes in a group I can create sounds by banging, shaking, or tapping and show an interest in the way musical instruments sound I can tap a simple repeated rhythm I can talk about a piece of music and express an opinion</p>					
	Learn to sing 'The Wheels on the Bus' and link to sing other popular Nursery Rhymes Experiment with percussion instrument to accompany songs	Learn to sing 'Let's be friends' Experiment with percussion instrument to accompany songs	Learn to sing 'The Rainbow song' Experiment with percussion instrument to accompany songs	Learn to sing 'How much is that doggy in the window' Experiment with percussion instrument to accompany songs	Learn to sing 'Ten Fat Sausages' Experiment with percussion instrument to accompany songs	Learn to sing 'Jack and Jill went up the hill' Experiment with percussion instrument to accompany songs
PE	<p>I can begin to run and move without bumping into anyone or anything</p> <p>I can begin to change how fast I go and which way I go</p> <p>I can go faster or slower when someone tells me</p> <p>I can hold things with two hands and move at the same time</p> <p>I can explore moving in lots of ways (crawling, running, jumping, walking)</p>	<p>I can use benches/ boxes to pull myself up</p> <p>I can begin to know how to play games</p> <p>I can begin to stand on one foot when shown</p>	<p>I can move when I hear music</p> <p>I can listen to music and move to it when told</p> <p>I can copy what someone says (stop, dance)</p>	<p>I can begin to run without bumping into anyone or anything</p> <p>I can begin to change how fast I go and which way I go</p> <p>I can go faster or slower when someone tells me</p> <p>I can hold things with two hands and move at the same time</p> <p>I can explore moving in lots of ways (crawling, running, jumping, walking)</p>	<p>I can go faster and slower</p> <p>I can walk or run towards a place or a thing that someone says</p> <p>I can try to throw different things that can be big or small</p> <p>I can begin to jump and land on my feet</p> <p>I can begin to jump on to a line</p> <p>I can begin to push/pull/throw things</p>	<p>I can go faster and slower</p> <p>I can walk or run towards a place or a thing that someone says</p> <p>I can try to throw different things that can be big or small</p> <p>I can begin to jump and land on my feet</p> <p>I can begin to jump on to a line</p> <p>I can begin to push/pull/throw things</p>



E.Y.F.S Outcomes linked to National Curriculum Subjects: Reception

Reception	Autumn 1 What makes me great?	Autumn 2 When do we celebrate?	Spring 1 Where do I live?	Spring 2 What job do I want to have?	Summer 1 How do things grow?	Summer 2 How do we get there?
Key Texts:	Peace At Last!	Ben and Gran Dear Santa	The 3 Little Pigs Hansel & Gretel	How to Catch A Star Postman Bear	Farmer Duck Oliver's Vegetables	We're Going on a Bear Hunt!
PSHE	Me and my relationships All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)	Valuing difference I'm special, you're special Same and different Same and different families Same and different homes Kind and caring (1) Kind and caring (2)	Rights and responsibilities Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe	Being my best Bouncing back when things go wrong Yes, I can! Healthy eating (1) Healthy eating (2) Move your body A good night's sleep	Growing and changing Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Getting bigger	Keeping myself safe What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings (1) People who help to keep me safe
	I can say what makes me special I can name people who can help me I can explain things that make me happy and sad	I can explain how people, families and homes are different I can show kindness to others	I can say why family and friends are special I can look after my surroundings	I can choose healthy foods I can choose activities to keep me healthy	I can explain how an animal and human changes throughout their life	Know how to keep my body safe Know how to keep safe indoors and outdoors Know people who can keep me safe
Science	-I can understand the lifecycle of a human (3-4 years) Focus table- ordering pictures 'See your bones science experiment' -I can sort toys by their material. (3-4 years) (TFW link- sort baby bears toys- role play area)	-I can use my senses to explore natural materials (3-4 years) (autumn walk and tuff tray) -I can explore and talk about different forces I can feel; push and pull (3-4 years) (building toy vehicles to push and pull/ junk modelling) -I can talk about what I can see (3-4 years) 'Fizzy candy cane experiment'	-I can care for the natural environment and living things (Reception) make water bottle cress trees for small world area	-I can say what we need to do to be healthy (Reception) (link to DT fruit salad/ smoothie) 'Stretchy chocolate experiment' - I know how to look after my teeth (Reception) (dentist link) - I can describe what I see hear and feel when I am outside (Reception) -I understand the effects of changing seasons on the natural world (Reception/ELG) SPRING WALK	-I can care for the natural environment and living things -I can ask questions and observe a plant growing (ELG) Sunflowers (frogs/butterflies/plants) Outdoor planting area -I can make observations and drawings of animals and plants (ELG) (butterfly/ tadpoles) Art area -I can explore the natural world around me by making observations- ELG (butterflies/frogs) OBSERVATIONS	-I can understand important processes and changes (ELG) (TFW link- dinosaur ice cube) solid to liquid OUTDOOR AREA
History	-I can name and describe people who are familiar to me -I can talk about members of my family (3-4 years/Reception) (painting area- painting families) -I can understand that people change over time (Reception) Focus table- ordering pictures (same as science)	-I can talk about events in my own life using past, present & future forms (Reception) (playdough area- making birthday cakes and talking about birthdays)	-I can look at pictures from the past and say something that is the same/different (reception) (focus table- old and new pictures of school grounds)	-I can talk about the roles of the people around me and their place in society (ELG) -I can show interest in different occupations. (Reception) (dress up area- jobs costumes)	-I can compare and contrast characters in stories (reception) (David Attenborough- wild life)	-I can learn about figures from the past (Reception) Story of Amelia Earhart Construction area- building aeroplanes and discussion -I know some similarities and differences between things (vehicles) now and in the past (ELG) Focus table- picture sort
Geography	-I can understand that we live in a place and that there are different countries in the world (3-4 years) (link to history lesson above- where our families live)	- I know that there are different countries in the world and can see differences in photos (3-4 years) TFW link- Ben and Gran/places she visits- small world area	-I can say that a map is used to find places. -I can use simple language: building, house, road, street, park. (Reception) Focus- ICT Bee bot link -I can describe my school environment (ELG) (focus table- link to history lesson)		-I can compare the natural world around me to a different place (ELG) Trip to farm	-I can name some similarities and differences between life in this country and life in another country (ELG) Link to a book



Art	<p>Picasso</p> <ul style="list-style-type: none"> -I can hold a pencil and control the lines I draw -I can use shapes to create a portrait -I can name the colours I choose (primary) 		<p>Paul Klee 'The Town'</p> <ul style="list-style-type: none"> -I draw simple shapes -I can use scissors to cut out simple shapes -I can glue shapes to create a picture of a town 		<p>Van Gogh-Sunflowers</p> <ul style="list-style-type: none"> -I can draw something I can see -I can hold and control a paintbrush 	
<p>3-4 years-</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects (ART Picasso)</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details (ART Picasso)</p> <p>Use drawing to represent ideas like movement or loud noises (TFW- story mapping Autumn 2)</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc (PSHE Autumn 1)</p> <p>Explore colour and colour mixing (Art- Picasso)</p> <p>Reception-</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings (Van Gogh)</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them (Paul Klee)</p> <p>ELG-</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (continuous provision)</p> <p>Share their creations, explaining the process they have used. (DT, science- drawing and painting butterflies)</p>						
DT	<p>-Cooking:</p> <ul style="list-style-type: none"> -I can use my fine motor skills to use a range of tools effectively and safely (3-4 years) Skill: Stirring making playdough (1 group every Monday LSA) 	<ul style="list-style-type: none"> -I can develop my ideas and choose materials. -I can explore materials, textures and join materials together. (3-4 years) (playdough area- designing and making cakes) <p>-Cooking:</p> <ul style="list-style-type: none"> -I can explore different textures (3-4 years) Skill- stirring (make and decorate cakes link to TFW) 	<p>-I can represent my ideas (Reception)</p> <p>Creating a building for the three pigs; Junk modelling area</p> <p>-Cooking:</p> <ul style="list-style-type: none"> -I can cook with my friends by sharing resources and skills (Reception) Skill: cutting with cooking scissors (RE Chinese new year link- noodles) 	<p>Cooking:</p> <ul style="list-style-type: none"> -I can cook with my friends by sharing resources and skills (Reception) -I can use tools safely when cooking (ELG) Skill: chopping (fruit salad/smoothie- science healthy eating link) 	<p>Cooking:</p> <ul style="list-style-type: none"> -I can share my creation and explain the process (ELG) -I can use tools safely when cooking (ELG) Skill: chopping (Vegetable soup- TFW instructions link) 	<ul style="list-style-type: none"> -I can make props for role-playing (ELG) Making props for Bear hunt e.g. binoculars- junk modelling area
Computing	<p>-I can use an ipad to record and take photographs (stories and significant events throughout the year)</p>					
RE	<ul style="list-style-type: none"> -I can say our class rules with prompts -I can understand that at harvest we give food to those who do not have enough -I can say how we are different and how we are the same (3-4 years) PSHE linked- Painting and discussions- show and tells Book link- my world, your world 	<ul style="list-style-type: none"> -I know that people have different beliefs and celebrate in different ways -I understand that some places are special to people in the community. (Reception) Diwali- focus order story pictures Christmas play 	<ul style="list-style-type: none"> -I know that people have different beliefs and celebrate in different ways -I understand that some places are special to people in the community. (Reception) Chinese New year 	<ul style="list-style-type: none"> -I know that people have different beliefs and celebrate in different ways -I understand that some places are special to people in the community. (Reception) Lent 	<ul style="list-style-type: none"> -I know that people have different beliefs and celebrate in different ways -I understand that some places are special to people in the community. (Reception) Eid 	<ul style="list-style-type: none"> -I know some similarities and differences between some religions and cultures (ELG)
Music	<ul style="list-style-type: none"> I can come up with simple actions to well-known songs I can move to a beat I can express feelings and emotions through movement to music 	<ul style="list-style-type: none"> I can talk about the music from a range of cultural and religious celebrations: Diwali, Hanukkah, Kwankzaa and Christmas 	<ul style="list-style-type: none"> I can use my body and voice to make sounds I can experiment with 'fast and slow (tempo)' and 'loud and soft (dynamics)' when playing instruments I can identify sounds in the environment and differentiate between them 	<ul style="list-style-type: none"> I can perform a song with an untuned percussion instrument, to a small audience I can follow a beat using an untuned percussion instrument I can perform a song to a small audience 		



P.E	<p>-I can move in different ways with increasing control -I can control movement to move quicker/slower, and avoid obstacles -I can respond to simple instructions: run, walk, skip, hop, jump, climb, stretch, roll -I can begin to balance with increasing control</p>					
	<p>I can jump and land on feet without falling/ stumbling</p> <p>I can jump from low levels and land on my feet</p> <p>I can travel with confidence on/over/ through some things in P.E.</p> <p>I can confidently travel in different ways: sliding, crawling, walking, jumping</p> <p>I can explore moving on different body parts (feet, hands and feet, backs, tummy, bottom, side)</p> <p>I can start to balance on 1 foot</p>	<p>I can enjoy dancing and ring games</p> <p>I can begin to move rhythmically</p> <p>I can imitate simple actions in response to music</p> <p>I can copy people's faces and feelings when dancing (sad/happy/angry)</p> <p>I can move my body to words/ pictures or songs</p> <p>I can move quickly for fast music and slowly for slow music (tempo)</p> <p>I can copy things like side step, tip toe and heel toe walking</p> <p>I can show stillness when instructed</p>	<p>I can move around without bumping into anyone when playing racing and chasing games with other children</p> <p>I can change how fast I go and my direction to not bump into anyone or anything</p> <p>I can try to move in different ways more confidently</p> <p>I can copy simple ways of travelling (walking, running, hopping)</p> <p>I can show increasing control over large and small objects with hands and feet (patting, pushing and kicking)</p> <p>I can move equipment on my own and with another person</p> <p>I can move equipment whilst moving myself</p> <p>I can catch a bean bag /large ball with more control when thrown accurately</p> <p>I can throw beanbags /large ball in a given direction</p> <p>I can hold equipment with one hand appropriately (hoops, quoits, bats, rackets, beanbags, balls)</p>	<p>I can show co-ordination when walking and running so I balance and don't fall over</p> <p>I can move around things when walking and running, i.e. lines, cones, hoops by going in different ways and faster/ slower</p> <p>I don't bump into things even when I am moving more quickly</p> <p>I can jump high and land on feet with some control</p> <p>I can explore how to jump far and land on feet</p> <p>I can jump on/off lines and in/out of hoops with some control</p> <p>I can push and throw equipment (bean bags, large balls, quoits) with either 1 or 2 hands</p> <p>I can throw and aim at something, getting closer to hitting it using bean bags/ large balls when close</p>	<p>I can show co-ordination when walking and running so I balance and don't fall over</p> <p>I can move around things when walking and running, i.e. lines, cones, hoops by going in different ways and faster/ slower</p> <p>I don't bump into things even when I am moving more quickly</p> <p>I can jump high and land on feet with some control</p> <p>I can explore how to jump far and land on feet</p> <p>I can jump on/off lines and in/out of hoops with some control</p> <p>I can push and throw equipment (bean bags, large balls, quoits) with either 1 or 2 hands</p> <p>I can throw and aim at something, getting closer to hitting it using bean bags/ large balls when close</p>	<p>I can jump and land on feet without falling/ stumbling</p> <p>I can jump from low levels and land on my feet</p> <p>I can travel with confidence on/over/ through some things in P.E.</p> <p>I can confidently travel in different ways: sliding, crawling, walking, jumping</p> <p>I can explore moving on different body parts (feet, hands and feet, backs, tummy, bottom, side)</p> <p>I can start to balance on 1 foot</p>