

Topic: Why don't snakes have legs?

Coverage – EYFS Areas of Learning

All statements are from Development Matters, unless highlighted as being an **ELG** or from the **PE progression documents**

Communication and Language	Personal, social and emotional development	Literacy	Physical Development	Understanding the world	Expressive Art and Design
<p>During small group or one to one discussions, ask questions to find out more and understand what has been said to them.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.</p> <p>Articulate their ideas and thoughts in well-formed sentences and describe events using some detail.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Show an understanding of the meanings of new words by using them in discussion and role play situations.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs and personal hygiene. ELG</p> <p>Thinking about how we look after and care for our world.</p> <p>Thinking about how we care for and look after animals, especially to avoid them becoming endangered and to avoid extinction.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly. ELG</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases made up of words with known letter-sound correspondences, and where necessary a few common exception words.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write simple cvc words.</p> <p>Begin to break the flow of speech in to words.</p> <p>Begin to write simple phrases and sentences.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Copy basic body actions and rhymes.</p> <p>Move freely with confidence and pleasure in a range of different ways.</p> <p>Experiment with different ways of moving.</p> <p>Complete simple sequences from a range of stimuli.</p> <p>Move in time to music.</p> <p>Move around the space safely.</p> <p>Move a ball with feet.</p> <p>Kick larger balls to space.</p> <p>Attempt to stop a large ball using feet.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories including figures from the past.</p> <p>Draw information from a simple map.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>

<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Work and play cooperatively and take turns with others. ELG</p> <p>Form positive attachments to adults and friendships with peers. ELG</p>	<p>Use and understand recently introduced vocabulary.</p> <p>Talk in full sentences and connect ideas and actions making use of simple conjunctions.</p> <p>Retell stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate key events in stories.</p>	<p>Drop and catch with two hands Aim and throw an object underarm.</p> <p>Send and receive a ball by rolling from hand.</p> <p>Catch a large object with two hands.</p>		
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