

Topic: The World Around Us

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>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Participate in small group, class and one-to-one discussions offering their own ideas, using recently introduced vocabulary. ELG</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences and describe events using some detail.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</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>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.</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>Work and play cooperatively and take turns with others. ELG</p> | <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</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>Read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</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. ELG</p> <p>Write simple cvc words.</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>Begin to show accuracy and care when drawing. ELG</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery. ELG</p> <p>Copy basic body actions and rhymes. PE</p> <p>Move freely with confidence and pleasure in a range of different ways. PE</p> <p>Experiment with different ways of moving. PE</p> <p>Complete simple sequences from a range of stimuli. PE</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>Understand that some places are special to members of their community.</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>Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</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>Create collaboratively, sharing ideas, resources and skills.</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>Sing a range of well-known nursery rhymes and songs. ELG</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance,</p> |

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| <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>Learn rhymes, poems and songs.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</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>Form positive attachments to adults and friendships with peers. ELG</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG</p> | <p>Write simple phrases and sentences that can be read by others. 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. ELG</p> | <p>Move in time to music. PE</p> <p>Move around the space safely. PE</p> <p>Aim and throw an object underarm. PE</p> <p>Send and receive a ball by rolling from hand. PE</p> <p>Catch a large object with two hands. PE</p> <p>Move a ball with feet.- PE</p> <p>Kick larger balls to space. PE</p> <p>Attempt to stop a large ball using feet. PE</p> <p>Move and stop safely when instructed. PE</p> <p>Move around using limited awareness of others. PE</p> <p>Make simple decisions in response to a situation. PE</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG</p> | <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. ELG</p> | <p>performing solo or in groups.</p> |
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Key Vocabulary

| Communication and Language | | Personal, social and emotional development | | Literacy | | Physical Development | | Understanding the world | | Expressive Art and Design | |
|----------------------------|-------------------|--|-------------|-----------------|-------------------|----------------------|-----------------|-------------------------|-----------------|---------------------------|------------|
| Facts | Once upon a time | Feeling | Recipe | Sounds | Middle | Sequence | Bounce | Solar system | Tally chart | Adapt | Compare |
| Non-fiction | | Rather | Ingredients | Special friends | End | Travel | Catch | Planets | Data | Change | Different |
| Rhyming | Early one morning | Care | Method | Capital letter | Title | Roll | Kick/pass | Burning gas | Most | Improve | Same |
| Information | | World | Mix | Alphabet | Author | Teddy bear | Game | Volcano | Least | Design | Pattern |
| Story map | Unfortunately | Environment | Scales | Finger spaces | Blurb | roll | Tactics | Ice giant | Favourite | Evaluate | Camouflage |
| Adjectives | Luckily | Deforestation | Weigh | Read | Illustrator | Forward | Aim | Star | Investigation | Hole punch | Texture |
| Innovate | Finally | Pollution | Hand | Words | Pages | roll | Eye on the ball | Day | Herbivore | Split pin | Colour |
| Beginning | Moral | Endangered | washing | Phonics | Logos | Backward | Football | Night | Carnivore | Den | Curvy |
| Middle | Feelings | Hunting | Hygiene | Name | Once upon a time | roll | Forwards | Orbit | Omnivore | Building | Shape |
| End | Emotions | Safety | Fruit | Logos | Early one morning | Pencil roll | Backwards | Rocket | Cold blooded | Structure | Smooth |
| | | Threat | Healthy | Label | Unfortunately | Finishing | Sideways | Continent | Warm blooded | Pastels | Straight |
| | | Special | Heart | Story | Luckily | position | Dribble | Spring | Reptile | Blending | Zig-zag |
| | | Easter | Exercise | Beginning | Finally | Graceful | Stop | Solid | Healthy | Smudging | Fire |
| | | Betrayed | | | | Smooth | Score | Liquid | Fossil | Loose parts | Strong |
| | | Disciples | | | | Pointed toes | Goal | Habitat | Palaeontologist | Camouflage | Appearance |
| | | | | | | Elegant | | Pollution | Prehistoric | Collage | Fossil |
| | | | | | | | | Transport | Astronaut | Sunset | Scaly |
| | | | | | | | | Travel | Past | Shadows | Bumpy |
| | | | | | | | | Vehicle | Present | Model-making | Material |
| | | | | | | | | Photograph | Modern | Folding | Decorate |
| | | | | | | | | Timeline | Famous | Cutting | Join |
| | | | | | | | | Memory | Moon landing | Joining | Attach |
| | | | | | | | | Rainforest | Neil Armstrong | Painting | Blend |
| | | | | | | | | Canopy | Buzz Aldrin | Arctic | Shiny |
| | | | | | | | | Savannah | Transport | Desert | Glitter |
| | | | | | | | | Grassland | Horse and cart | Forest | Wool |
| | | | | | | | | Desert | Tram | Savannah | Fabric |
| | | | | | | | | Ice desert | Steam train | Landscapes | Mix |
| | | | | | | | | Adaptation | Underground | Polar regions | |
| | | | | | | | | Coordinates | Weather | Rainforest | |
| | | | | | | | | Arctic | Map | Fossil | |
| | | | | | | | | Antarctic | Route | Shell | |
| | | | | | | | | Equator | Journey | Watercolours | |
| | | | | | | | | Spring | Spring | Roller | |
| | | | | | | | | Deforestation | Journey | Sponge | |
| | | | | | | | | Pollution | Photograph | Printing | |
| | | | | | | | | Hunting | Aeroplane | Observe | |
| | | | | | | | | | Boat | | |
| | | | | | | | | | Car | | |
| | | | | | | | | | Train | | |
| | | | | | | | | | Tram | | |
| | | | | | | | | | Steam train | | |

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| | | | | | | | | | Railway Travel Vehicle | | |
|--|--|--|--|--|--|--|--|--|------------------------------|--|--|