


EYFS Knowledge Progression at Brompton-on-Swale CofE Primary School

Our EYFS Vision	<i>I HEARTS – In EYFS we are Happy, Educated, Articulate, Respectful, Team Players, Safe</i>						
Our EYFS Curriculum	All About Me > My School > My Community > My World > My Planet						
Our EYFS Contexts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p style="text-align: center; font-size: 1.2em; margin: 0;">Understanding the world</p> <p style="margin: 5px 0;"><u>Vision Links</u></p> <p style="margin: 5px 0;">Happy: To develop a love of the natural world</p> <p style="margin: 5px 0;">Educated: To understand life cycles, seasonal changes and states of matter</p> <p style="margin: 5px 0;">Articulate: To compare similarities and differences e.g. between different countries, religions, periods of time</p> <p style="margin: 5px 0;">Respectful: To develop an understanding of and respect for people from different cultures</p>	 <p style="text-align: center; margin: 5px 0;">Busy Bees 2-3 year olds 3 – 4 year olds</p>	<p>Know who is in their family.</p> <p>Talk about different people they know.</p> <p>Use senses to explore collections of natural materials.</p> <p>Talk about photos of own life.</p> <p>Play with an investigate a range of toys.</p> <p>Observe plant seeds and bulbs.</p>	<p>Know who is in other families.</p> <p>Talk about what different people like.</p> <p>Explore collections of materials with similar and/or different properties</p> <p>Talk about photos of own family members and explain how they are similar to others.</p> <p>Explore mechanical equipment- e.g. wind up toys.</p> <p>Explain how objects/plants/animals change over time.</p>	<p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p> <p>Match collections of materials to given properties.</p> <p>Talk about family's history.</p> <p>Explore a range of toys with adult support.</p> <p>Understand the key features of the life-cycle of a plant.</p>	<p>Make observations about the similarities between their family and other families.</p> <p>Talk about the properties of a range of materials confidently.</p> <p>Listen to parents and retell what they have told them.</p> <p>Explore a range of toys with a friend.</p> <p>Understand the key features of the life cycle of an animal.</p>	<p>Say how other families are different to theirs.</p> <p>Notice differences between people and talk about how people are different.</p> <p>Talk about what they see, using given vocabulary.</p> <p>Make connections between family history and their life-story.</p> <p>Independently explore how things work.</p> <p>Use the correct vocabulary to explain how the life-cycle works.</p>	<p>Discuss other families and how they are similar and different to theirs. Talk about the people who are in the families.</p> <p>Notice differences between people including differences in race, religion.</p> <p>Talk about what they see, using a wide range of vocabulary.</p> <p>Understand how their family history impacts their own life now.</p> <p>Explore how things work and give simple explanations.</p> <p>Use their understanding of life cycles to learn how to care for living things and the natural environment.</p>

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Team-Players: To take part in celebrations together

Safe: To safely interact with the outside world

	Explore a range of forces they can feel.	Talk about different forces they can feel.	Explore how materials stretch and twist and explain what happens.	Explore magnetic attraction and repulsion.	Explore and talk about different forces they can feel.	Explore and talk about different forces they can feel using a range of topic related vocabulary. Talk about the differences between materials and changes they notice. Know that there are different countries in the world and talk about the differences they have experienced or seen in a photo.
 Foundation Stage	Talk about members of their immediate family and community. Talk about the immediate environment using new vocabulary. Explore the natural world around them. Observe the natural world. To observe the season of Autumn.	Name and describe people who are familiar to them. Say the name of the road and village the school is located in. Touch, smell and hear the natural world during hands on experiences. Focus on specific areas of the natural world when observing. To observe and explain the weather associated with Autumn and how	Comment on images of familiar situations in the past. Comment on aerial view photos saying what they notice. Talk about how we care for the natural world around us. Describe and comment on what they have seen outside. To explain and talk using correct	Compare and contrast characters from stories, including figures from the past. Comment on key features of the school environment using correct vocabulary. Draw pictures of the natural world after close observation. Interact with the outside world, taking risks appropriate to the environment.	Understand that some places are special members of their community. Draw simple maps of the immediate environment. Observe natural processes. Name and describe some plants and animals that they can see.	Recognise that people have different beliefs and celebrate special times in a different ways. Draw simple maps from imaginary story settings. Recognise some similarities and differences between life in this country and life in other countries. Observe and interact with natural processes and explain what they think is happening using subject specific vocabulary. Describe what they see, hear and feel whilst outside.

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			this effects the world around them.	vocabulary about the changing seasons.		Explain how animals behave differently as the seasons change.	Understand the effect of changing seasons on the natural world around them.
ELGs	<p><u>Past and Present</u> 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</p> <p><u>People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction 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</p> <p><u>The Natural World</u> 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</p>						