



EYFS Curriculum - Overview of Skills and Knowledge

PSED	Nursery 1	Nursery 2	Reception
Listening, Attention and Understanding	<ul style="list-style-type: none"> ➤ Enjoys listening to stories and rhymes and participates in songs. ➤ Will listen to an adult in 1-1 discussions or in a small group and respond with appropriate actions. ➤ Understands and can follow a simple one-part instruction. ➤ Understands he and she. ➤ Will respond appropriately if asked a question. 	<ul style="list-style-type: none"> ➤ Enjoy listening to stories and can remember what happens. ➤ Listens carefully to rhymes and songs. ➤ Will listen to an adult for an appropriate period of time on the carpet or in a small group and responds with appropriate actions and comments. ➤ Understands a question or instruction that has two parts, such as "Get your coat and wait at the door". ➤ Understands why questions need to be answered with a reason "because". ➤ Understands him and her. 	<ul style="list-style-type: none"> ➤ Listens attentively in a range of situations and responds to what they hear with relevant questions, comments and actions. ➤ Listens to, understands and talks about selection of texts (stories, rhymes, songs and non-fiction books) to develop a deep familiarity with new knowledge and vocabulary. ➤ Understands sentences containing "either" and "or". ➤ Understands the meaning of the question "when...." and that they need to answer with a time e.g. this morning, before play, yesterday etc.
Speaking	<ul style="list-style-type: none"> ➤ Speaks in sentences of four to six words. ➤ To know 10 rhymes and songs with their actions when appropriate. ➤ To use the social phrases: Good Morning/ Good Afternoon, Goodbye, Hello, Thank you, please, sorry, can you help me. ➤ Will discuss what they like when asked. ➤ To use some appropriate topic vocabulary and story vocabulary when playing. ➤ Uses some talk to narrate their pretend play. 	<ul style="list-style-type: none"> ➤ Speaks in sentences of four to eight words to express a point of view. ➤ To know 15 rhymes and songs with their actions when appropriate. ➤ To use the social phrases: Good Morning/ Good Afternoon, Goodbye, Hello, Thank you, please, sorry, excuse me, well done, please can you help me, see you tomorrow, I think. ➤ Will comment on what they like and dislike. ➤ To use appropriate topic vocabulary and story vocabulary in different contexts. ➤ Can start a conversation with an adult or a friend and continue it for many turns. ➤ Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 	<ul style="list-style-type: none"> ➤ Speaks in sentences of four to ten words with confidence. ➤ To know 20 rhymes/ songs with actions when appropriate. ➤ To use the social phrases: Good Morning/ Good Afternoon, Goodbye, Hello, Thank you, please, sorry, excuse me, how are you, well done, please can you help me, see you tomorrow, I think, have a nice lunch/weekend, please can I play too, do you need any help, are you hurt? ➤ Will discuss what they like and dislike and why. ➤ To use appropriate topic vocabulary and story vocabulary in different contexts. ➤ Ask questions to find out more and to check they understand what has been said to them. ➤ Use talk to help work out problems e.g. organise thinking and activities and play, explain how things work and why they might happen. ➤ Use connectives to link ideas (and, because, either, or). ➤ Use past, present and future tenses mostly accurately.

EYFS Curriculum - Overview of Skills and Knowledge

Self-Regulation	<ul style="list-style-type: none"> ➤ Can name 3 emotions: sad, happy and angry. ➤ Will complete a job or a task given to them by an adult. 	<ul style="list-style-type: none"> ➤ Can name the emotions: sad, happy, angry, worried, hungry and tired and recognise them in myself and others – and begin to understand how others might be feeling. 	<ul style="list-style-type: none"> ➤ Can name a wider range of emotions (sad, happy, scared, angry, surprised, excited, worried, hungry, tired) – I notice these in myself and others – I can recognise these emotions in my body more independently.
PD	Nursery 1	Nursery 2	Reception
	<ul style="list-style-type: none"> ➤ Will accept solutions of an adult when there is a conflict or rivalry. ➤ Will wait for what they want with adult support. ➤ Will stay at an independent activity for a sustained amount of time. 	<ul style="list-style-type: none"> ➤ Shows responsibility by completing tasks or jobs in the classroom knowing they are part of a team. ➤ Will help to find solutions to conflicts and rivalries using talk. ➤ Understands that they sometimes need to wait for what they want – will wait with less encouragement. ➤ Selects activities and resources with more independence. This helps them to achieve a goal they have chosen, or one which is suggested to them. 	<ul style="list-style-type: none"> ➤ Is motivated and shows care and attention when completing tasks or jobs in the classroom – knows they are a valuable individual. ➤ Will consider the feelings of others when resolving conflicts and rivalries. ➤ Will control immediate impulses when having to wait for what they want. ➤ Set themselves simple goals of what they would like to achieve during a session/ week and be able to talk about their goals.
Managing Self	<ul style="list-style-type: none"> ➤ Accepts simple rules – sometimes needs reminding of them. ➤ Selects activities and resources with help when needed, making decisions about what they want to learn/ play. ➤ Can take off unfastened clothing. ➤ Can ask for the toilet in time. ➤ Washes and dries hands with encouragement. ➤ Knows fruit, water and milk are healthy choices. ➤ Knows that they need to brush their teeth twice a day. 	<ul style="list-style-type: none"> ➤ Follows the rules of the classroom and understands why they are important – does not always need an adult to remind them of rules. ➤ Shows a high level of engagement in their self-chosen activities and will persevere at an activity they like even if it is challenging – with encouragement. ➤ Will attempt to do up zips and buttons. ➤ Can go to the toilet on their own. ➤ Will wash and dry hands without prompting. ➤ Becoming more independent at snack time and understands why fruit, vegetables, milk and water are good for us. ➤ Knows how to brush their teeth effectively. 	<ul style="list-style-type: none"> ➤ Follows rules of the setting and understands the consequences of their actions – can do this mainly independently. ➤ Confident to try new activities and show perseverance in the face of challenge. ➤ Can dress and undress on their own except for difficult fastenings. ➤ Is able to go to the toilet independently and washes and dries hands without supervision. ➤ Knows how to brush their teeth effectively and can talk about why oral hygiene is important. ➤ Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, sensible amounts of 'screen time', having a good sleep routine.
Building Relationships	<ul style="list-style-type: none"> ➤ Will play alongside other children taking an interest in what they are doing. ➤ Seeks adult involvement in simple sequences of pretend play with dolls, cars, train sets etc. ➤ Will join in physical games with children and adult. 	<ul style="list-style-type: none"> ➤ Play with one or more other children, extending and elaborating play ideas. ➤ Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<ul style="list-style-type: none"> ➤ Plays cooperatively and takes turns without adult support. ➤ Forms positive attachments and relationships with peers and familiar adults in the classroom setting.

EYFS Curriculum - Overview of Skills and Knowledge

MATHEMATICS	Nursery 1	Nursery 2	Reception
Gross Motor Skills	<ul style="list-style-type: none"> ➤ Rides a trike and scooter with good coordination, control and spatial awareness. ➤ Can catch a large ball with two hands. ➤ Can walk, run, jump and hop with increasing control balance and coordination. ➤ Use large-muscle movements to wave flags and streamers, paint and make marks (write dance). 	<ul style="list-style-type: none"> ➤ Rides a balance bike with good coordination, control and spatial awareness. ➤ Can throw and catch a medium sized ball. ➤ Can walk, run, jump, hop, skip, crawl, climb, roll with increasing balance, spatial awareness, coordination and agility, choosing the best way to move. ➤ Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. ➤ Use large-muscle movements to wave flags and streamers, paint and make marks (write dance). ➤ Collaborate with others to manage large items, 	<ul style="list-style-type: none"> ➤ To ride a two wheeled pedal bike with good coordination, control and awareness. ➤ Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. ➤ Revise and refine the skills they have already acquired in walking, running, jumping, hopping, skipping, crawling, climbing and rolling. ➤ Demonstrate increased balance, spatial awareness, coordination and agility. ➤ Use core body/muscle strength, co-ordination and balance to achieve a good posture when sitting at a table or sitting on the floor. ➤ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
Fine Motor Skills	<ul style="list-style-type: none"> ➤ Can snip with some control and accuracy using lightweight easy grip scissors. ➤ Can manipulate malleable resources by patting, squeezing and rolling. ➤ Can use a range of one-handed tools with some control and confidence. ➤ Shows a dominant hand. ➤ Uses a comfortable “Palmar – Transpalmar grip” ➤ Can make some simple marks (set 1 pre-letter writing shapes). ➤ Can complete a large 5 piece jigsaw. 	<ul style="list-style-type: none"> ➤ Can cut with control and accuracy using long loop scissors. ➤ Can manipulate malleable resources by patting, squeezing, twisting, rolling and flattening. ➤ Can use a range of one-handed tools with improved proficiency, control and confidence. ➤ Uses a comfortable four-finger – static quadrupod grip. ➤ Can form all of my pre letter shapes (set 1, 2 and 3) and beginning to write some letters in my name. ➤ Can complete a large 12 piece jigsaw. 	<ul style="list-style-type: none"> ➤ Can cut with control and accuracy using a range of scissors including loop scissors. ➤ Can manipulate malleable resources by patting, squeezing, twisting, rolling, flattening, pinching and add detail with tools. ➤ Can use a range of one-handed tools safely with proficiency, control and confidence. ➤ Uses a comfortable tripod grip. ➤ Can write all letters of the alphabet with correct orientation and formation on most occasions. ➤ Can complete a large piece jigsaw between 15 – 20 pieces. ➤ Can use a knife and fork independently at lunchtimes.

EYFS Curriculum - Overview of Skills and Knowledge

Number and Numerical Patterns	<ul style="list-style-type: none"> ➤ Count on and back to 3. ➤ Beginning to subitise to 3. ➤ Representing numbers to 3 in different ways. ➤ Composition of 1, 2, 3 (all numbers are made up of smaller numbers). 	<ul style="list-style-type: none"> ➤ Count on and back to 5. ➤ Subitising amounts to three, higher if in a 5 frame. ➤ Representing numbers to 5 in different ways. ➤ Comparing numbers to 3 (as we count each number is one more than the number before. When counting backwards each number is one less.) ➤ Composition of 1,2 and 3 (all numbers are made up of smaller numbers) ➤ Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). ➤ Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. ➤ Experiment with their own symbols and marks as well as numerals. 	<ul style="list-style-type: none"> ➤ Count on and back to 10. ➤ Subitising amounts up to at least 5, higher when presented in a 10 frame. ➤ Verbally count beyond 20. ➤ Link numerals to amounts to 10. ➤ Represent numbers to 10 in different ways. ➤ Understand the 'one more than/one less than' relationship between consecutive numbers to 10. ➤ Composition of numbers to 10 (all numbers are made up of smaller numbers) ➤ To add and subtract to 10 using a 10 frame. ➤ Automatically recall number bonds for numbers 0–10. ➤ Knows some doubling facts to 10. ➤ Able to share out an amount equally with practical resources and talk about what they notice. ➤ Beginning to discuss odd and even numbers. ➤ Compare amounts to 10 using language more and fewer.
Shape Space and Measure	<ul style="list-style-type: none"> ➤ Matching pairs. ➤ Sort objects by colour, shape or size. ➤ Make observations about objects relating to size and spatial awareness, (big, little, large, small, tiny). ➤ Children recognise circles and triangles. ➤ Beginning to select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. ➤ Can continue a simple ABAB pattern. ➤ Understand positional language "behind" "in front" "under" "on" "in" "over" "through". ➤ Begin to use words such as first, then, after, next, now, later, morning, afternoon. 	<ul style="list-style-type: none"> ➤ Matching pairs using a variety of resources. ➤ Sort objects by colour, shape or size. ➤ Make some simple comparisons between objects relating to size, length, weight and capacity using vocabulary. ➤ Talk about and identifies the patterns around them. For example: stripes on clothes. ➤ To continue and make their own ABAB patterns. ➤ Recognise circles, triangles, squares and rectangles. They learn that circles have one curved side and triangles have 3 straight sides. Squares and rectangles have 4 straight sides and 4 corners. ➤ Combine shapes to make new ones – e.g an arch. ➤ Understand and use positional language "behind" "in front" "under" "on" "next to" "in" "over" "through". ➤ Begin to talk about their routines using words such as first, then, after, next, now, later etc... 	<ul style="list-style-type: none"> ➤ Find and match pairs, pictures and objects. ➤ Sort objects and talk about why they have sorted them that way. ➤ Discuss and order routines using words such as first, then, after, next, now, later, soon, before, today, yesterday, tomorrow, morning afternoon, night and know the days of the week. ➤ Make comparisons between objects relating to mass using vocabulary heavy/heavier/heaviest, light/lighter/lightest, full. ➤ Make comparisons between objects relating to capacity using vocabulary full, empty, half full, nearly full, nearly empty. ➤ Make comparisons between objects relating to length and height using vocabulary short/shorter/shortest tall/taller/tallest, long/longer/longest. ➤ To sort, discuss and build with a range of 2D and 3D shapes. ➤ Make some AAB, AABB, ABBA patterns etc. ➤ Uses positional and directional language when describing a route on a map. ➤ Select, rotate and manipulate shapes in order to develop spatial reasoning skills. ➤ Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

EYFS Curriculum - Overview of Skills and Knowledge

LITERACY	Nursery 1	Nursery 2	Reception
Comprehension	<ul style="list-style-type: none">➤ Talk about some of the stories they have been reading listing the characters and some key events.➤ Enjoys looking through a range of story and non-fiction books, turning pages and showing an interest in the pictures.➤ Talk about some familiar books listing the characters and some key events.	<ul style="list-style-type: none">➤ Talk about familiar books listing the characters, setting and key events and discussing what is happening in the pictures and beginning to sequence.➤ Enjoys looking through a range of story and non-fiction books, turning pages carefully, showing an interest in the pictures and print.➤ Know the five key concepts about print: Print has meaning, print can have different purposes,	<ul style="list-style-type: none">➤ Talk about familiar books applying the reading gems: To begin to talk about the meaning of words. Talk about simple information from the text. Talk about the order of the text. Make simple inferences. Make simple predictions.➤ Use and understand vocabulary learned from rhymes, stories, poems, songs and non-fiction books.➤ Can talk about what they have read.

EYFS Curriculum - Overview of Skills and Knowledge

	<ul style="list-style-type: none"> ➤ Names part of a book – front cover, back cover. ➤ To begin to talk about the meaning of words. ➤ Talk about simple information from the text. 	<p>we read English form left to right and from top to bottom, the names of the different parts of a book, page sequencing.</p> <ul style="list-style-type: none"> ➤ Know different purposes of print – e.g. leaflets, posters, recipes, books, stories, lists, labels, instructions etc. ➤ Talks about some familiar books listing the characters and key events. ➤ Names parts of a book – front cover, back cover, spine of the book, title. ➤ To begin to talk about the meaning of words. ➤ Talk about simple information from the text. ➤ Talk about the order of the text. 	<ul style="list-style-type: none"> ➤ Retell a simple story. ➤ Can talk about the parts of the book – Front cover, back cover, spine, title, blurb, author, illustrator.
Word Reading	<ul style="list-style-type: none"> ➤ To begin to recognise some familiar logos and symbols. ➤ To hear and discriminate between sounds in their environment. ➤ To spot and suggest rhymes. ➤ To count and clap syllables. Alliteration. ➤ To identify the initial sound of words and objects. 	<ul style="list-style-type: none"> ➤ Recognise a wider range of symbols and logos. ➤ To hear and identify sounds in the environment. ➤ Recognise some letters of personal significance to them. ➤ To continue a rhyming string. ➤ Recognise their name. ➤ Use Fred Talk to oral blend. ➤ To identify Set 1 sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z. 	<ul style="list-style-type: none"> ➤ Children to read set 1 and set 2 sounds. ➤ To blend words. ➤ Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. ➤ To read common exception words.
Writing	<ul style="list-style-type: none"> ➤ I use a comfortable “Palmar – Transpalmar grip”. ➤ I can make some simple marks (set 1 pre letter writing shapes) ➤ Beginning to give meaning to the marks they make e.g. “that’s my mummy”. 	<ul style="list-style-type: none"> ➤ Can form all of the pre letter shapes (set 1-3) correctly. ➤ Beginning to write some or all of the letters in their name. ➤ Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. ➤ Write some letters accurately. ➤ Give meaning to their emergent writing. 	<ul style="list-style-type: none"> ➤ Use a tripod grip. ➤ Form lower-case and capital letters correctly. ➤ Spell words by identifying the sounds and then writing the sound with letter/s. ➤ Hold and write short sentences with words with known letter-sound correspondences using a capital letter and full stop. ➤ Re-read what they have written to check that it makes sense. ➤ Begin to use and remember some common exception words: (the, and, to) and use them to form a simple sentence.

EYFS Curriculum - Overview of Skills and Knowledge

UTW	Nursery 1	Nursery 2	Reception
As Historians Past and Present	<ul style="list-style-type: none"> ➤ Can discuss their nursery routine with some appropriate vocabulary. ➤ Can talk about their experiences. ➤ Can make some comments on what they notice when observing changes. 	<ul style="list-style-type: none"> ➤ Can discuss their nursery routine with some appropriate vocabulary. ➤ Can talk about some of the things they do in the morning and at night. ➤ Can talk about the experiences they have had with their family. ➤ Can recite the days of the week. ➤ Can say how old they are. ➤ Can make some comments on what they notice when observing similarities and differences. ➤ Know that humans/animals grow over time and we used to be babies. 	<ul style="list-style-type: none"> ➤ Can talk about my day from morning to night using sequencing vocabulary. ➤ Can talk about some significant events that have happened in the past in my own life. ➤ Can talk about my family members and know that they are different ages. ➤ Can recite the days of the week confidently. ➤ Knows some important stories and people from the past discussing common themes bravery, difficult choices and kindness. ➤ Knows some interesting historic places in my local area. ➤ Knows some things that are the same and different between the past and now and can discuss them.
As Geographers The natural world	<ul style="list-style-type: none"> ➤ Know that they live in Wednesbury. ➤ Know that there are different types of places such as farms, the countryside, towns, the seaside. ➤ Can use some vocabulary related to farms, towns, the seaside. 	<ul style="list-style-type: none"> ➤ Know that they live in Wednesbury. ➤ Know that there are different types of places such as farms, the countryside, towns, the seaside and use some topic vocabulary to discuss. ➤ Can talk about school and some of the things we can 	<ul style="list-style-type: none"> ➤ Know that they live in a country called England and live in a town called Wednesbury. ➤ Know some similarities and differences between different places such as farms, towns and cities. ➤ Know there are 4 seasons called Autumn, Winter,

EYFS Curriculum - Overview of Skills and Knowledge

	<ul style="list-style-type: none"> ➤ Can name the different types of weather. 	<p>find here.</p> <ul style="list-style-type: none"> ➤ Can talk about the weather. ➤ Know that there are different countries in the world and talk about what they have experienced or seen in photos or stories. 	<p>Spring, Summer and know what the weather can be like at these times of year.</p> <ul style="list-style-type: none"> ➤ Know some differences between living in the UK and other countries. ➤ Can describe my immediate environment making observations. ➤ Can use a map to find different places in my local environment and draw a simple map of immediate surroundings or imaginary place.
As Scientists The natural world	<ul style="list-style-type: none"> ➤ Can use different senses to explore natural materials. ➤ Can name some materials used to build with (plastic, wood, paper, cardboard) ➤ Can talk about what they see using some appropriate vocabulary to communicate findings. ➤ Knows names of different farm animals, zoo animals and mini-beasts. ➤ Knows that caterpillars turn into butterflies. ➤ Knows some foods that keep me healthy. ➤ Knows that plants grow from seeds. ➤ Can identify different types of weather (sunny, rainy, cloudy, snowy) 	<ul style="list-style-type: none"> ➤ Can use all of their senses to explore natural materials and talk about what they notice (e.g colour, patterns, textures) ➤ Can talk about what they see using appropriate vocabulary to communicate findings e.g. changes observed when combining different ingredients. ➤ Can name some of the materials I use to build with (plastic, wood, paper, cardboard) and notice some differences and changes to materials (melting, floating). ➤ Can explore collections of materials with similar and/or different properties. ➤ Can explore how things work (torches, magnets, cars on ramps, magnifying glasses, boats floating/sinking in water tray etc.) ➤ Knows names of a wider range of farm animals, zoo animals and mini-beasts and can talk about them. ➤ Knows that caterpillars turn into butterflies. ➤ Knows that plants grow from seeds. ➤ Know that plants and animals also grow over time. ➤ Knows the different types of weather and can begin to talk about the seasons. 	<ul style="list-style-type: none"> ➤ Can use all of their senses to talk about what they notice and their findings about the natural world using taught vocabulary to describe colours, patterns, texture, properties and changes. ➤ Knows that changes occur to ingredients when making bread. ➤ Knows that objects are made out of different materials and can name some. ➤ Knows that some materials sink and some float. ➤ Knows that light can shine through some materials and not others. ➤ Knows that animals change (life cycles). ➤ Can talk about some things that make animals similar and different to each other. ➤ Knows that flowers like sweet peas grow from seeds & need water and sun to help them grow. ➤ Knows the four seasons and that this contributes to the different weather changes throughout the year.
As Technologists (Ongoing)	<ul style="list-style-type: none"> ➤ Explores how things work. ➤ Begin to know how to record voices using simple ICT equipment (e.g talking tins) ➤ Knows how to use ICT equipment to take a photograph. ➤ Know how to use and play an age-appropriate program/app. ➤ Can use a programmable toy to move forwards. 	<ul style="list-style-type: none"> ➤ Explores how things work and begins to suggest ideas. ➤ Can use simple ICT equipment to make recordings. ➤ Can use ICT equipment to take a photograph/selfie. ➤ Can play an age-appropriate program/app with confidence. ➤ Can use a programmable toy to move forwards and backwards. 	<ul style="list-style-type: none"> ➤ Explores how things work talking and sharing their ideas about how and why. ➤ Use ICT equipment to make recordings and take pictures of themselves, others and their work. ➤ Can confidently access and play an age-appropriate program/app. ➤ Can use a programmable toy to move forwards, backwards, left and right.
RE People culture and	<ul style="list-style-type: none"> ➤ Knows that there are differences between people in the way that we look, our families and likes and dislikes. 	<ul style="list-style-type: none"> ➤ Know that we shouldn't drop rubbish on the floor. ➤ Know that we must look after animals and plants in our environment and how to look after them. 	<ul style="list-style-type: none"> ➤ Know some simple ways we can look after our environment. ➤ Know that we must look after animals and

EYFS Curriculum - Overview of Skills and Knowledge

communities	<ul style="list-style-type: none"> ➤ To know some bible stories. ➤ Can join in with celebrations/special occasions in school. ➤ Can name some jobs of people in the community that help us (police, fire brigade, doctors). 	<ul style="list-style-type: none"> ➤ Can develop positive attitudes about the differences between people. ➤ To know some bible stories ➤ Can talk about some occasions we have celebrated in school. ➤ Can talk about the jobs of some of the people in the community that help us (Police, fire brigade, doctors, nurses, vets). 	<p>plants in our environment and can say why?</p> <ul style="list-style-type: none"> ➤ Name and describe people who are familiar to them. ➤ Understand that some places are special to members of their community. ➤ Recognise that people have different beliefs and celebrate special times in different ways. ➤ Know some ways that Hindus and Sikhs celebrate Diwali. ➤ Know some ways that Christians celebrate Christmas and Easter. ➤ Know some ways that Muslims celebrate Eid. ➤ Can talk about some familiar bible stories. ➤ Knows the jobs of some people in the community and discuss how they help us (police, fire brigade, doctors, nurses, vets, teachers etc.).
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EYFS Curriculum - Overview of Skills and Knowledge

EA&D	Nursery 1	Nursery 2	Reception
As Artists Creating with materials	<ul style="list-style-type: none"> ➤ Can draw a face with eyes, nose, mouth, ears and hair. ➤ Knows the names of colours. 	<ul style="list-style-type: none"> ➤ Draw a person with head, body, arms, legs, eyes, nose, mouth, ears and hair. ➤ Can name colours and talk about how they change when mixed. 	<ul style="list-style-type: none"> ➤ Can draw a self-portrait including all key features noticing some details. ➤ I will know that I can change colours by mixing red, blue and yellow and talk about what I see. ➤ Can represent animals and plants in my drawings including some key features.

EYFS Curriculum - Overview of Skills and Knowledge

As Designers Creating with materials	<ul style="list-style-type: none"> ➤ Join two materials together with glue when junk modelling, sticking or collaging. ➤ Can name some materials (paper, cardboard, tissue paper) ➤ I will know how to build with a range of construction toys including duplo and stickle bricks. 	<ul style="list-style-type: none"> ➤ Join different materials with tape and glue when junk modelling, sticking and collaging. ➤ Can talk about what I have made. ➤ Can use all of their senses to explore and name materials (card, paper, tissue paper, felt etc...) and talk about what they notice (e.g colour, patterns, textures). ➤ I will know how to build with a range of construction toys including duplo and stickle bricks. 	<ul style="list-style-type: none"> ➤ Join materials with a range of “joining” equipment (glue, tape, split pins, hole punches, string) when junk modelling and collaging, choosing the most appropriate methods. ➤ Uses taught vocabulary to name materials and describe colours, patterns, texture, ➤ I can talk about what I have made and evaluate it. ➤ I will know how to build with a range of construction toys including lego and mobilo.
As Chefs	<ul style="list-style-type: none"> ➤ To make a biscuit with modelling and step by step instructions. 	<ul style="list-style-type: none"> ➤ To make a biscuit following a simple picture recipe. ➤ Knows foods that keep me healthy. 	<ul style="list-style-type: none"> ➤ To make a bread roll following a simple picture recipe. ➤ Knows what I can do and eat to stay healthy.
As Performers Being imaginative and expressive.	<ul style="list-style-type: none"> ➤ Knows 10 rhymes and songs and their actions and will join in as a class or a small group. ➤ Can engage in role play, alongside other children using some props. ➤ Explore instruments. 	<ul style="list-style-type: none"> ➤ Knows 20 rhymes and songs and their actions and will join in as a class or a small group. (beginning to pitch match). ➤ Begins to make up their own songs or improvise a song they know. ➤ Engage in role play making up some simple stories with my friends and using props. ➤ Explore instruments recognising the sounds the make. ➤ Uses small world and construction to make my own stories up. ➤ I will know how to tap out a simple rhythm and notice that sounds can get louder and quieter. 	<ul style="list-style-type: none"> ➤ I will perform a song or dance on my own or as a small group, moving in time to music and sometimes matching pitch and melody when singing. ➤ I will work with others and use open ended props to act out a made-up narrative. ➤ I will explore musical instruments and know that sounds can be changed by making them faster, slower, louder quieter. ➤ Listen attentively, move to and talk about music, expressing their feelings and responses.