# Cornerstones Curriculum: EYFS Curriculum Knowledge Building Across Year A

Children in EYFS have their own discrete long term plan, however in our mixed-age settings, they are fully immersed in the class topics and eager to access and learn knowledge and skills alongside our KS1 children. Detailed below is how we make learning accessible and meaningful for our very youngest children in our unique, and frequently changing, classroom contexts through carefully distilled subject specific knowledge blocks for EYFS. For a more detailed outline of progression, please see our subject long term plans and progression documents.

| Subject | Autumn | Spring | Summer |
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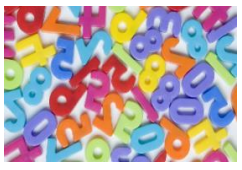
| **Learning threads leading the curriculum** | Castles, dragons, magic, traditional tales. | Seaside, pirates, islands. | Animals, wilderness, rainforests, adventure. |
| **English** | | | |
| | **Drawing Club Texts:**<br>The Paper Bag Princess<br>George and the Dragon<br>Zog<br>There's a Dragon in your book<br>What's in the Witch's Kitchen<br>A Dark Dark Tale<br>Room on the Broom<br>The Odd Egg | **Drawing Club Texts**<br>Coming to England<br>Pirate Cruncher<br>The Pirates Next Door<br>The Singing Mermaid<br>The Snail and the Whale<br>Tiddler<br>Pirate Pete by Pirate Pete<br>Penguin by Polly Dunbar<br>Splash! Anna Hibiscus | **Drawing Club Texts:**<br>Wild<br>Roaming in the Rainforests<br>Errol's Garden<br>Funny Bones<br>Tadpoles Promise<br>Monkey Puzzle<br>Spinderella<br>Where the Wild things are<br>We're going on a bear hunt<br>The Hairy Toe<br>Jack and the Beanstalk |
| | **See EYFS Plan** | | |
| Early Learning Goals | **ELG: Comprehension Children at the expected level of development will:**<br>• Demonstrate understanding of what has been read to them by retelling stories 14 and narratives using their own words and recently introduced vocabulary.<br>• Anticipate – where appropriate – key events in stories.<br>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG:<br>**Word Reading Children at the expected level of development will:**<br>• Say a sound for each letter in the alphabet and at least 10 digraphs.<br>• Read words consistent with their phonic knowledge by sound-blending.<br>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing<br>**Children at the expected level of development will:**<br>• Write recognisable letters, most of which are correctly formed.<br>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.<br>• Write simple phrases and sentences that can be read by others. | | |
| **Communication and Language** | | | |
| | **See EYFS Plan** | | |
| Early Learning Goals | **ELG: Listening, Attention and Understanding Children at the expected level of development will:**<br>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.<br>• Make comments about what they have heard and ask questions to clarify their understanding.<br>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.<br>**ELG: Speaking Children at the expected level of development will:**<br>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.<br>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.<br>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | | |
| **Maths** | | | |
|  | **Mastering Number**:<br>Subitising<br>Counting, ordinality and cardinality<br>Composition<br>Subitising<br>Comparison<br>**Measure Shape and Thinking**:<br>Talk about Measure and pattern, Circles and triangles, Shapes with 4 sides | **Mastering Number**:<br>Subitising<br>Counting, ordinality and cardinality Composition<br>Composition<br>Composition<br>**Measure Shape and Thinking**:<br>Mass and capacity, Length, Height and Time, Explore 3D shapes | **Mastering Number**:<br>Counting, ordinality and cardinality<br>Subitising<br>Composition<br>Composition<br>Comparison<br>Review and assess<br>**Spatial Reasoning**:<br>Manipulate, compose and decompose, Visualise, build and mapping |
| Early Learning Goals | **ELG: Number Children at the expected level of development wil**l:<br>• Have a deep understanding of numbers to 10, including the composition of each number.<br>• Subitise (recognise quantities without counting) up to 5.<br>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.<br>**ELG: Numerical Patterns Children at the expected level of development will:**<br>• Verbally count beyond 20, recognising the pattern of the counting system.<br>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.<br>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally | | |
| **Understanding the World** | **My village** | **My country** | **My world** |
| | **In Geography this looks like:**<br>**<u>Pre-School:</u>**<br>I know what a map is.<br>I know how to make physical maps using pictures and objects.<br>I know and recognise things I can see in my environment.<br><br>**<u>Reception:</u>** | **In Geography this looks like:**<br>**<u>Pre-School:</u>**<br>I know what my country is.<br>I know about the seaside from books or personal experience<br>I know it is important to care for nature and living things<br>**<u>Reception:</u>**<br>I know the shape of the UK. | **In Geography this looks like:**<br>**<u>Pre-School:</u>**<br>I know about some things I do in different seasons from personal experience.<br>I know there are different countries in the world.<br>I know some names of different places in the world.<br>I know and can recognise a jungle |

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<td>Incorporating geography, science, history and RE.</td>
<td>I know how to talk about and names things in my local environment.<br>I know and recognise some environments that are different to the one in which I live.<br>I know how to draw information on a simple map.<br><br>In History this looks like:<br><u>Pre-School:</u><br>I know some simple stories about castles<br>I know castles are built from strong materials<br>I know what a castle looks like and can name some simple parts<br><u>Reception:</u><br>I know why castles were built<br>I know why castles are built from stone<br>I know some main features of a castle<br>I know how a castle is different to a house in a village<br>I know who lived in a castle<br><br>In RE this looks like:<br><u>Pre-School:</u><br>I know that we celebrate Christmas with presents and family<br>I know that Jesus was born in a stable to Mary and Joseph<br><u>Reception:</u><br>Know that Christmas is when Jesus was born<br>Know that Jesus was born in a stable and He was given gifts<br>Know that We give gifts at Christmas like the wise men gave gifts to Jesus<br><br>In Science this looks like:<br><u>Pre-School:</u><br>I can identify and name some animals and plants<br>I can talk about where animals live<br>I know about the life cycle of one animal<br>I can explore the natural environment and can talk about what I see, hear and feel<br>I can talk about different types of weather.<br>I can talk about today's weather and talk about the clothes I might need to wear.<br>I know about the changing season Autumn and can talk about what I see in Autumn e.g., different coloured leaves<br><u>Reception:</u><br>I know that animals and plants live in different places<br>I know 2 or more places where animals and plants live<br>I can name animals and plants that live in these places<br>I know about the food chain of one familiar animal<br>I know changes that occur in autumn – leaves changing colour, leaves falling from trees,<br>I know that the weather is turning colder in Autumn</td>
<td>I know the UK is an island<br>I know and can name some things I might expect to find at the seaside.<br>I know some similarities and differences in the natural world around me.<br><br>In History this looks like:<br><u>Pre-School:</u><br>I know some simple stories about Kings and Queens<br>I know that Kings and Queens are important people.<br>Order pictures of the Queen or King from youngest to oldest<br><u>Reception:</u><br>I recognise and name our monarch<br>I know he is the ruler of my country<br>I know some of his roles<br>I know some differences between Kings/Queens today and in the past<br><br>In RE this looks like:<br><u>Pre-School:</u><br>I know that Easter is a special festival<br>I know that we use eggs to celebrate new life<br><u>Reception:</u><br>Know that at Easter we eat eggs to show new birth<br>Know that Jesus died on the cross at Easter but rose again<br>Know that the bible tells us stories about God and Jesus.<br><br>In Science this looks like:<br><u>Pre-School:</u><br>I know where to find plants<br>I know the names of some common plants e.g. grass, daisy, sunflower etc.<br>I can describe what plants look like<br>I know about the life cycle of a plant<br>I know that plants need water to stay alive.<br>I can talk about different types of weather.<br>I can talk about today's weather and talk about the clothes I might need to wear.<br><u>Reception:</u><br>I can name some common plants and flowers that I can see in the environment around me<br>I know the basic parts of a plant (flower, stem, leaves, roots) and can locate these on a plant<br>I know how to keep a plant alive<br>I know the key features of the life cycle of a plant.<br>I know changes that occur in winter – cold, ice, frost, snow<br>I know that the weather is turning colder in Winter</td>
<td><u>Reception:</u><br>I know how to talk about different experiences associated with different seasons.<br>I know and can recognise different types of weather.<br>I know some environments that are different to the one I live in<br>I know how to recognise a rainforest.<br>I know how to talk about rainforests including plants and animals.<br><br>In History this looks like:<br><u>Pre-School:</u><br>I recognise and name our monarch<br>I know he is the ruler of my country<br>I know some of his roles<br>I know some differences between Kings/Queens today and in the past<br><u>Reception:</u><br>I ask questions about people from the past.<br>I talk about people from the past and what they have done.<br>I observe similarities and differences from the past and today.<br><br>In RE this looks like:<br><u>Pre-School:</u><br>I know that people go to church to pray<br>I know that 'God' means a king that we can not see<br><u>Reception:</u><br>Know that people all over the world talk to God in special places<br>I know what a place of worship might look like<br><br>In Science this looks like:<br><u>Pre-School:</u><br>I know where to find plants<br>I know the names of some common plants e.g. grass, daisy, sunflower etc.<br>I can describe what plants look like<br>I know about the life cycle of a plant<br>I know that plants need water to stay alive.<br>I can sing songs to help me name some basic body parts e.g. heads, shoulders, knees and toes<br>I can use vocabulary to describe what things look like, feel like, taste like, sound like and smell like<br>I can talk about different types of weather.<br>I can talk about today's weather and talk about the clothes I might need to wear.<br><u>Reception:</u><br>I can name some common plants and flowers that I can see in the environment around me<br>I know the basic parts of a plant (flower, stem, leaves, roots) and can locate these on a plant<br>I know how to keep a plant alive<br>I know the key features of the life cycle of a plant.<br>I can name basic parts of the body (head, shoulders, eyes, ears, mouth, nose, legs, arms)<br>I know my 5 senses – smell, taste, hear, touch, sight and can use words associated with the senses<br>I know changes that occur in Spring and Summer – weather getting warmer, sunshine, flowers blooming, animals being born etc.<br>I can notice changes in weather in Spring and Summer</td>
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<td>Early Learning Goals</td>
<td colspan="3">ELG: Past and Present Children at the expected level of development will:<br>• Talk about the lives of the people around them and their roles in society.<br>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.<br>• Understand the past through settings, characters and events encountered in books read in class and storytelling.<br>ELG: People, Culture and Communities Children at the expected level of development will:<br>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.<br>• 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.<br>• 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.<br>ELG: The Natural World Children at the expected level of development will:<br>• Explore the natural world around them, making observations and drawing pictures of animals and plants.<br>• 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.<br>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</td>
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<td>Expressive Arts and Design</td>
<td>Faces and rhythms</td>
<td>Colour and sound</td>
<td>Africa</td>
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<td> <br>Incorporating art, music and movement.</td>
<td>In Art this looks like:<br><u>Pre-School:</u><br>I know the colours that I see at Autumn<br>I know how to print using objects<br><u>Reception</u><br>know how to make orange and brown<br>I know how to make a colour lighter<br>I know how to use colours to copy a picture of a real life object<br><br>In music this looks like:<br><u>Pre-School:</u><br>I know how to move to music.<br>I know how to clap to a beat.<br>I know how to sing songs together.</td>
<td>In Art this looks like:<br><u>Pre-School:</u><br>I know how to use a stencil<br>I know how to make a picture look like water using paints<br><u>Reception:</u><br>I know how to make light and dark blues<br>I know how to create a rubbing<br>I know how to create a collage<br><br>In Music this looks like:<br><u>Pre-School:</u><br>I know how to play a loud sound and a quiet sound on an untuned percussion instrument.<br>I know how to sing tunefully.<br>I know how to sing the lyrics of a song.</td>
<td>In Art this looks like:<br><u>Pre-School:</u><br>I know what colours might be in a jungle<br>I know how to use a paintbrush to make strokes and objects to print.<br><u>Reception:</u><br>I know how to use colours to create a jungle scene<br>I know a famous artist<br><br>In Music this looks like:<br><u>Pre-School:</u><br>I can play an instrument slowly or quickly.<br>I can move my body to show if a piece of music is fast or slow.<br>I know how to join in with group singing.</td>
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| | I know how to play some untuned percussion instruments to the beat.<br>**Reception:**<br>I know how to clap the rhythm of my name in time to the pulse.<br>I know how to sway or tap in time to the pulse.<br>I know how to sing a rhythm in time with the pulse.<br>I know how to copy rhythms based on word patterns using an instrument.<br>I know how to keep the pulse while playing a rhythm on an instrument.<br>**I know how to follow instructions during a performance.**<br><br>**In DT this looks like:**<br>**Pre-School:**<br><br>**Reception:**<br><br>I know what an axle is and how it can be fixed<br>I know how to draw a picture of a design and label it.<br>I know a variety of techniques to join materials | I can follow instruction to play loudly and quietly.<br>**Reception:**<br>I know how to use appropriate, justified movements to represent dynamics.<br>I know how to identify sounds within the music and describe them using adjectives.<br>**I know how to recreate sounds using voice or body and extend ideas by adding dynamics.**<br>I know how to create appropriate, original sounds with their voice and body.<br>I know how to use instruments to create loud and soft sounds.<br>I know how to justify instrument and sound choices.<br>I know how to follow instructions during a performance.<br>I know how to create and play a musical score that showcases understanding by using dynamic symbols<br><br>**In DT this looks like:**<br>**Pre-School:**<br><br>**Reception:**<br><br>I know scales are used to weigh ingredients.<br>I know that I need to wash fruit and vegetables to wash off germs<br>I know a sieve removes lumps from a mixture<br>I know a pestle and mortar grind ingredients | I can play an instrument with other children.<br>I can play the pulse to a piece of music.<br>**Reception:**<br>I know how to demonstrate slow and fast with their bodies and voices.<br>I know how to demonstrate slow and fast beats while saying a rhyme and using an instrument.<br>**I know how to perform a song using a singing voice.**<br>I know how to perform with an instrument.<br>I know how to observe others and move, speak, sing and play appropriately.<br>I know how to sing in time from memory, with some accuracy.<br>I know how to keep a steady pulse.<br>I know how to move, speak, sing and play demonstrating slow and fast beats.<br><br>**In DT this looks like:**<br>**Pre-School:**<br><br>**Reception:**<br><br>I know how toy car moves by studying a toy car<br>I know how a level helps make a job easier |
| Early Learning Goals | **Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will:**<br>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br>• Share their creations, explaining the process they have used.<br>• Make use of props and materials when role playing characters in narratives and stories.<br>**ELG: Being Imaginative and Expressive Children at the expected level of development will:**<br>• Invent, adapt and recount narratives and stories with peers and their teacher.<br>• Sing a range of well-known nursery rhymes and songs.<br>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music | | |
| **Personal, Social and Emotional Development** | **Families and relationships** | **Health and wellbeing**<br>**Keeping safe** | **Money**<br>**Citizenship** |
| | **In PSHE this looks like:**<br>**Pre-School:**<br>I know who is in my family and talk about it to an adult<br>I know who is important to me. I know how to share and take turns<br>I know What I like and can talk about it with an adult<br>**Reception:**<br>I know how to about my family.<br>I know that all families are valuable and special.<br>I know how to talk about people that hold a special place in my life.<br>I can think about what it means to be a valued person.<br>I know why it is important to share and cooperate with others.<br>I know strategies to help when trying to share with others.<br>I know I am a valuable individual.<br>I know that it is ok to like different things.<br>I can talk about my interests with the group.<br>I can explore diversity through thinking about similarities and differences. | **In PSHE this looks like:**<br>**Pre-School:**<br>I know how to wash my hands<br>I know that wearing a hat keeps me safe from the sun<br>I know who to go to if I need help at school and at home.<br>**Reception:**<br>I know that I wash my hands to kill germs and stop me getting poorly<br>I know that I wear a hat and suncream to protect my skin from the sun.<br>I know to stop, look, listen and think before crossing a road<br>I know who in my local community can help me and how to ask them for help. | **In PSHE this looks like:**<br>**Pre-School:**<br>I know what the rules are in school.<br>I know I am part of Barton school.<br>I know that we use money to pay for items we want or need.<br>I know that there are different jobs that people do.<br>**Reception:**<br>I know why we have rules in school and at home<br>I know that I am part of my village community, my school community and any groups outside of school that I may belong to (sports, rainbows, cubs etc)<br>I know that we use money to pay for items in shops but this may be by using a card<br>I know that people go to work to earn money to help us to buy things we want and need. |
| Early Learning Goals | **ELG: Self-Regulation Children at the expected level of development will:**<br>• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.<br>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.<br>• 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.<br>**ELG: Managing Self Children at the expected level of development will:**<br>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.<br>• Explain the reasons for rules, know right from wrong and try to behave accordingly.<br>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.<br>EL**G: Building Relationships Children at the expected level of development will:**<br>. Work and play cooperatively and take turns with others.<br>• Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. | | |
| **Physical Development** | **Ball skills**<br>**Game sense** | **Gymnastics** | **Jumping** |
| | In PE this looks like:<br>**Pre-School:**<br>**Ball Skills – Feet**<br>I know I can move the ball with my feet<br>I know how to keep the ball close to my feet making small movements<br>**Game sense**<br>I can move about a space avoiding others<br>I know how to change my speed when running<br>I can follow a simple set of rules to play a game<br>**Reception:**<br>**Ball skills- feet**<br>I know how to move with the ball using my feet.<br>I know how to dribble the ball. | In PE this looks like:<br>**Pre-School:**<br>**Fundamental Movement Skills**<br>I know how to move a ball using my hands<br>I know how to bounce a ball to an adult<br>**Gymnastics**<br>I know how to balance on a single leg using my arms to help me<br>I know how to balance on apparatus safely<br>**Reception:**<br>**Fundamental Movement Skills**<br>I know how to push, roll and bounce the ball with control<br>I know how to push, roll and bounce the ball with a partner<br>**Gymnastics**<br>I know that a 'champion gymnast' points their fingers and toes and is still when balancing. | In PE this looks like:<br>**Pre-School:**<br>**Fundamental Movement Skills**<br>I know how to play with a balloon and hit ot towards another person<br>I know how to balance an object on a racket or bat<br>**Jumping**<br>I know how to land with my knees bent when jumping<br>I know how to use my arms to help me jump<br><br>**Reception:**<br>**Fundamental Movement Skills**<br>I know how to push or hit a balloon with accuracy using both hands.<br>I know why it is important to send the balloon into space when hitting. |

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| | I know how to dribble the ball into a space to avoid a defender.<br>I know how to keep control of the ball while I dribble<br>**Game Sense**<br>I know how to move into a space to avoid others.<br>I know how to adjust my speed and change direction to avoid others.<br>I can move in different ways.<br>I can concentrate on instructions and follow the rules to keep score during a game.<br>I know how to apply some simple tactics for attacking and defending in games. | I know how to balance on the apparatus safely.<br>I know how to make high and low movements and balances | I know how to balance an object on a racket/bat.<br>I know how to use a bat safely.<br>**Jumping**<br>I know how to jump effectively with my head, arms and feet and can begin to talk about why it is important.<br>I know how to land safely.<br>I know how to jump further distances.<br>I know how to jump different heights. |
| Early Learning Goals | **ELG: Gross Motor Skills Children at the expected level of development will:**<br>• Negotiate space and obstacles safely, with consideration for themselves and others.<br>• Demonstrate strength, balance and coordination when playing.<br>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.<br>**ELG: Fine Motor Skills Children at the expected level of development w**ill:<br>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.<br>• Use a range of small tools, including scissors, paint brushes and cutlery.<br>• Begin to show accuracy and care when drawing | | |