

Early Years Knowledge and Skills Progression

Based on the 'EYFS Framework, 2021' Areas of Learning and 'Development Matters, 2021' non-statutory guidance.



Science						
Cycle 1	Autumn 1 <u>All About Me</u>	Autumn 2 <u>All the Colours of the Rainbow</u> <ul style="list-style-type: none">AutumnWeather	Spring 1 <u>Dinosaurs</u> <ul style="list-style-type: none">Winter & States of MatterHealthy Eating	Spring 2 <u>Marvellous Minibeasts</u> <ul style="list-style-type: none">SpringLifecycles	Summer 1 <u>Traditional Tales and Rhymes</u>	Summer 2 <u>Holidays</u> <ul style="list-style-type: none">SummerDifferent environments
Cycle 2	Autumn 1 <u>Autumn Changes</u> <ul style="list-style-type: none">AutumnHealthy Eating	Autumn 2 <u>Busy People</u>	Spring 1 <u>Far Away Lands</u> <ul style="list-style-type: none">Winter & States of MatterWeatherDifferent environments	Spring 2 <u>Let’s Grow</u> <ul style="list-style-type: none">SpringLifecycles	Summer 1	Summer 2 <u>Pirates and Mermaids</u> <ul style="list-style-type: none">Summer
Birth – 3 years will		3 and 4-year-olds will		Reception children will		Relevant ELGs
Personal, Social and Emotional Development – Start to see themselves as a separate person, such as deciding what to wear, what to eat. Understanding the World – Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena, such as weather, plants, sand.		Personal, Social and Emotional Development – Make healthy choices about food, drink, activity and toothbrushing. Understanding the World – Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences between materials and changes they notice.		Personal, Social and Emotional Development – Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none">regular physical activityhealthy eatingtoothbrushingsensible amounts of ‘screen time’having a good sleep routinebeing a safe pedestrian Understanding the World – Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.		Personal, Social and Emotional Development – Managing Self ELG: <ul style="list-style-type: none">Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Understanding the World – The Natural World ELG: <ul style="list-style-type: none">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.
Key Vocabulary			Links to Characteristics of Effective Learning			
wood, plastic, metal, fabric, glass, hard, soft, rough, smooth, shiny, dull, natural, man-made, light, dark, environment, sand, mountain, forest, hot, cold, body parts, senses, growth, change, rain, sun, snow, rainbow, clouds, ice, melt, freeze, seed, plant, root, stem, flower, petal, egg, baby, vegetable, fruit, meat, sugar, fat.			Using senses to explore the world around them. Taking risks and learning by trial and error. Showing a curiosity about objects, events and people. Maintaining focus on their activity for a period of time Thinking of ideas. Finding ways to solve problems. Making links and noticing patterns in their experience. Making predictions. Testing their ideas. Developing ideas of grouping, sequences cause and effect.			