



Early Years Knowledge and Skills Progression

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

Modern Foreign Languages					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>R.E: Diwali, Hannukah</i>	<i>R.E: Chinese New Year</i>		<i>R.E: Eid</i>	
<i>Geography: Places around the world, Maps, Where We Live</i>					
<p>There is no statutory requirement for children in EYFS to learn a foreign language and there are no Early Learning Goals linked directly to modern foreign languages. However, we believe that teaching MFL in EYFS will enrich the curriculum as well as encourage and celebrate diversity. In a multicultural society, it is very important for children to learn about other countries, religions, cultures and traditions, particularly those in our own children's families. Exposing our children to different languages provides a new perspective on the world, encouraging them to understand their own cultures and those of others. Our approach is multi-sensory through stories, songs and rhymes, invaluable tools for learning other languages, thanks to their accessibility and the sharing of common experiences. They convey human themes and topics, irrespective of the language they are written in. We aim to:</p> <ul style="list-style-type: none"> • Foster an interest in learning other languages • Introduce young learners to a rich language rich environment in a way that is enjoyable and fun • Stimulate and encourage learner's curiosity about language • Encourage learners to be aware that language has structure and that structures differ from one language to another • Help learners to understand cultural differences and other countries • Develop their speaking and listening skills 					
Birth – 3 years	3 and 4 year olds	Reception children	Relevant ELGs		
<p>Understanding the World – Make connections between the features of their family and other families. Notice differences between people.</p>	<p>Understanding the World – Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Continue developing positive attitudes about the differences between people.</p>	<p>Understanding the World – Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live. Draw information from a simple map. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Understanding the World – People Culture and Communities ELG:</p> <ul style="list-style-type: none"> • 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. 		
Key Vocabulary		Links to Characteristics of Effective Learning			
Culture, country, world, celebrations, Diwali, Eid, Ramadan, Sikh, Hindu, Islam, Judaism, country, same, different, share.		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. Making links and noticing patterns in their experience. Making predictions. Testing their ideas. Developing ideas of grouping, sequences cause and effect.			

