

EYFS Knowledge Content Document

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	How am I special? /Find out all about me?	How does it work?/Why do things happen?	Can anyone be a Superhero? /Who lives here? (Fantasy)	How big will it grow?/Did I hatch from an egg?	Where do mini beasts live?/Which animals live on the farm?	Would you like to be a pirate?/What fun can we have with water?
Authors	Author - Martin Waddell		Author – Julia Donaldson		Eric Carle	
LOtC	Forest School Continuous Provision Allotment Walking around the local area –Where do I live?	Forest School Continuous Provision Making Rockets Outside Allotment Walking- Tandle Hills	Forest School Continuous Provision Gruffalo Hunt in our forest Allotment Climbing	Forest School Continuous Provision Real chicks from eggs Allotment Walking	Forest School Farm Visit Continuous Provision Allotment	Forest School Continuous Provision Allotment Mini Splash



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Personal social and emotional Development	<p>Is happy to separate from their 'Grown up'</p> <p>Will follow the routine of hanging up their coat and going in to provision independently or with support.</p> <p>Will help a friend if they are upset</p> <p>Will tidy up when prompted</p> <p>Begins to understand and follow the rules of the classroom</p> <p>Will confidently follow our daily routine</p>	<p>Is happy for others to have a turn and accept that not everyone can be chosen</p> <p>Understands our Behaviour for Learning – Good Sitting, Good Listening & Good Looking</p> <p>Follows the Stop & Star independently or with some prompt</p> <p>Is confident to ask for help and form friendships</p> <p>Can resolve things without snatching and hurting</p> <p>Is happy to say how they feel using the morning feeling cards</p> <p>Can show some understanding of others</p>	<p>I am happy and confident to share my views with others.</p> <p>I can make friends with different children.</p> <p>I am kind to others and happy to say sorry if I have hurt them.</p> <p>I will keep trying to do things.</p>	<p>I am happy to show my emotions and can reason with them.</p> <p>I can show some understanding for others.</p> <p>I will try to do things myself and stop relying on others.</p>	<p>I can take turns and think about other's needs.</p> <p>I like to set myself a target and know what I need to do to achieve it.</p> <p>I am well behaved and will follow the routine and rules of the classroom.</p> <p>I am happy to work and play with different children and adults.</p>	<p>I can adjust to different routine and expectations</p> <p>I am independent with the toilet, getting ready for home and in the dinner centre.</p> <p>I am kind to other and show some empathy.</p>
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Communication and Language	<p>I enjoy listening to longer stories and talk about what happened.</p> <p>I can pay attention for a longer time to more than one thing.</p> <p>I can use a wider range of words when I am talking.</p> <p>I can understand a question and ask questions.</p> <p>I can follow simple 2 part instructions.</p> <p>I can understand 'why' questions.</p> <p>I can sing lots of different songs.</p> <p>I know lots of rhymes and can talk about familiar stories.</p> <p>I can begin to use the correct tense in my speech.</p>	<p>I can use longer sentences in my speech when talking about something that is important to me.</p> <p>I can explain my point of view with words and actions when I don't agree.</p> <p>I can start to take turns when talking to my peers or adults.</p> <p>I can talk to my friends when I am playing.</p>	<p>I can listen carefully and I know why it is important.</p> <p>I can learn and use new words every day.</p> <p>I can ask questions to find things out.</p> <p>I can speak clearly my ideas so that my teachers can understand.</p> <p>I can use 'and' and 'because' to join ideas together.</p> <p>I can describe an event in some detail.</p> <p>I can use talk to solve a problem.</p>	<p>I can take part in story time.</p> <p>I can listen and talk about stories that I enjoy.</p> <p>I can retell a story that I am familiar with.</p> <p>I can use new words to explain what I want.</p> <p>I can listen carefully during songs and rhymes.</p> <p>I can learn new songs and rhymes.</p> <p>I can listen and talk about non-fiction books.</p> <p>I can develop an understanding of non-fiction text.</p>	<p>I can listen with great care and respond by asking questions.</p> <p>I can make comments and actions when being read to.</p> <p>I can discuss my ideas in whole class and in a small group.</p> <p>I can take part in small group or in class by sharing my ideas using words that I have been taught.</p> <p>I can offer a reason why things might happen.</p> <p>I can use the words that I have learnt from the stories, non-fiction, rhymes and poems that I have heard.</p>	<p>I can talk about what I have heard and ask questions when I am not sure.</p> <p>I can talk about things that are important to me with my teachers and friends.</p> <p>I can talk about my ideas and feelings using full sentences.</p> <p>I can use past, present and future sentences.</p>
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Reading	<p>I am beginning to hold books up the right way.</p> <p>I am beginning to be aware that we read from left to right.</p> <p>I am beginning to understand that print carries meaning.</p> <p>I am learning say the initial sounds.</p> <p>I can begin to use my phonics read simple CVC words.</p>	<p>I can hold books up the right way.</p> <p>I know that we read from left to right.</p> <p>I know that print carries meaning.</p> <p>I can say the initial sounds.</p> <p>I can use my phonics read simple CVC words.</p>	<p>I am beginning to say the letter sounds</p> <p>I am beginning to blends sounds into words (CVC)</p> <p>I am beginning to read some common exception words.</p> <p>I can read simple sentences and phrases using sounds that I know.</p> <p>I am beginning to read some books to build my fluency.</p> <p>I can read book for enjoyment.</p>	<p>I can to say the letter sounds</p> <p>I can blends sounds into words</p> <p>I can read some common exception words.</p> <p>I can read simple sentences and phrases using sounds that I know.</p> <p>I am reading books to build my fluency</p>	<p>I am beginning to say the letter sound for each of the letters of the alphabet.</p> <p>I am beginning to know a least 10 diagraphs.</p> <p>I am beginning to read words that match my phonics</p> <p>I am beginning to read aloud simple sentences.</p> <p>I am beginning to read commons exception words.</p> <p>I am beginning to show understanding of the stories that have been read to me</p> <p>I can use my own words to show understanding</p>	<p>I can say the letter sound for each of the letters of the alphabet.</p> <p>I know a least 10 diagraphs.</p> <p>I can read words that match my phonics</p> <p>I read aloud simple sentences.</p> <p>I can read commons exception words.</p> <p>I understand the stories that have been read to me</p> <p>I can use my own words to show understanding</p>
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					I am beginning to use recently taught words to show understanding	I am using recently taught words to show understanding
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Writing	<p>I am beginning to use some clear letter shapes</p> <p>I am beginning to write my name</p> <p>I am beginning to write for purpose, eg shopping list, letter</p>	<p>I can use some clear letter shapes</p> <p>I can write my name</p> <p>I can write for purpose, eg shopping list, letter</p>	<p>I can begin to form lower case letters</p> <p>I can begin to form capital letters.</p> <p>I am beginning to spell words using letter sounds</p> <p>I am beginning to write short sentences using words with letter sounds that I know.</p> <p>I am beginning to read my sentences back.</p>	<p>I can form lower case letters</p> <p>I can form capital letters.</p> <p>I can spell words using letter sounds</p> <p>I can write short sentences using words with letter sounds that I know.</p> <p>I can read my sentences back.</p>	<p>I am beginning to write clear letters, some are correctly formed.</p> <p>I am beginning to spell words by saying the sounds in them.</p> <p>I am beginning to write the letters sounds in words</p> <p>I am beginning to write simple phrases and sentences that my peers can read</p>	<p>I can write clear letters, most are correctly formed.</p> <p>I can spell words by saying the sounds in them.</p> <p>I can write the letters sounds in words</p> <p>I can write simple phrases and sentences that my peers can read</p>
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	<p>Getting to know you Match and Sort</p> <p>Just Like me Compare Amounts –</p> <p>Compare size, mass capacity Exploring Patterns</p> <p>I can sort objects by a variety of properties I can talk about what I see in relation to patterns I can make models with similar attributes to real structures I can continue then create AB patterns I can talk about the visual timetable using mathematical language such as first, then etc.</p>	<p>It's me 1, 2, 3 Representing 1, 2 and 3 Comparing 1, 2 and 3 Composition of 1, 2 and 3 Circles and Triangles Positional Language</p> <p>Light and Dark Representing Numbers to 5 One more and Less Shapes and 4 sides and Time</p> <p>Engages well with 'Let's Count' including subitising I can count objects by touching each one – up to 5 then tell you how many I have counted I can recognise numbers to 5 and find the correct number of objects Is happy to help with milk and fruit Is happy to talk about the marks they have made in relation to number Can talk about where things are instead of pointing. I can think about the shapes I need to make a Christmas card I can explore 2D shapes and recognise them all around me</p>	<p>Alive in 5 Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare Mass (2) Compare Capacity (2)</p> <p>Growing 6, 7, 8 6, 7 & 8 Making pairs Combining 2 groups</p> <p>I can count beyond 10 I can count objects to 10 I can subitise I can match the numeral to its value I can explore the composition of numbers I can create my own patterns and talk about them.</p>	<p>Growing 6, 7, 8 Length & Height Time</p> <p>Building 9 & 10</p> <p>9 & 10 Comparing numbers to 10 Bonds to 10</p> <p>3D-shape Pattern (2)</p> <p>I can talk about the value of numbers I can order numbers to 10 I can find 1 more/less I am beginning to have a good understanding of numbers to 10. I can compare and talk about various objects. I can add/subtract I can talk about and create patterns I can talk about 3D shapes</p>	<p>To 20 and beyond Building numbers beyond 10 Counting Patterns beyond 10 Spatial reasoning Match, Rotate, Manipulate</p> <p>First Then Now Adding more Taking away Spatial Reasoning Compose/decompose</p> <p>I can manipulate number to 10 I am confident subitising numbers to 5 I can recall number bonds to 5 I am beginning to recall number bonds to 10 I can recall some double facts I have knowledge of composing and decomposing numbers</p>	<p>find my pattern Doubling, sharing, grouping Odd and Even Spatial Reasoning Visualise and Build</p> <p>On the move Deepening understanding Patterns and Relationships Spatial reasoning Mapping</p> <p>I can Count beyond 20 and understanding each pattern past the 10 mark I can talk about quantities using the vocabulary greater than, more, less than, fewer, same as an equal. I can explore and recognise various number patterns including odd, even, double, and halving.</p>
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Understanding the World	<p>Is happy to explore the Early Years environment both inside and out.</p> <p>Enjoys going to Forest School and the allotment and shows an awareness of the different processes that happen</p> <p>Will talk about their experiences of Forest School and the allotment</p>	<p>Is happy to talk about home and their experiences outside school.</p> <p>Shows an interest in other children’s stories and extends their friendship groups.</p> <p>Explore and use a variety of resources with function.</p> <p>Show some awe and wonder of the world around us and the change in seasons.</p> <p>Will naturally recognise and talk about the differences of the Forest and the allotment</p>	<p>I can talk about my family and home in detail.</p> <p>I can talk about things I see</p> <p>I can compare and talk about different characters</p> <p>I can talk about the area where I live and places I go</p> <p>I know we are all unique</p>	<p>I can talk about my experiences and listen to the experiences of others.</p> <p>I can engage in Forest School and the Allotment</p> <p>I can talk about life in England and life in another country.</p> <p>I can talk about what I see, hear and feel outside at different times of the year.</p>	<p>I can talk about the outdoors and my local area.</p> <p>I can join in with discussions about my families beliefs and heritage</p> <p>I can listen to others share their ideas and knowledge</p> <p>I can talk about the things I observe in the natural world and that in books and stories.</p>	<p>I can talk with confidence about what I see in books</p> <p>I can talk about different countries and settings and understand that they are different but can have similarities</p> <p>I can talk with understanding about the world and changes I see</p>
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Expressive Art and Design	<p>I am confident to take on role in the home corner</p> <p>I can create models in a variety of areas and talk about what I have made</p> <p>I can join in with Phase 1 phonic games</p> <p>I am happy to join in with songs and rhymes</p> <p>I enjoy painting and exploring colours</p>	<p>I can create structures for purpose i.e. a farm for the animals</p> <p>I can use complex enclosures and marks to represent objects with similar attributes including emotions</p> <p>I can sing silly songs</p> <p>I can engage in conversation with friends</p> <p>I can learn new songs (Christmas)</p>	<p>I can create different artefacts using a variety of resources.</p> <p>I can listen to a variety of music and say how it makes me feel.</p> <p>I can join in with ‘Freddy Fit’ and Dough disco.</p> <p>I am happy to join in with singing.</p> <p>I can use pretend language during my play.</p>	<p>I can keep adding to my model</p> <p>I can work with friends to make things and play games.</p> <p>I can take on a new role and use pretend play language to help with my role.</p> <p>I am confident to dance and make up simple routines.</p>	<p>I know what I would like to create and can think of ways to create it.</p> <p>I can take on a role and use story language.</p>	<p>I can create models with functions, colour and unique design.</p> <p>I can create my own props for role play and use them for purpose.</p> <p>I am happy to perform with others to an audience.</p>
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Physical Development					
	<p>I am confident moving around both outside and inside our provision.</p> <p>I am confident to join in dough disco and squiggle while you wriggle.</p> <p>I can confidently choose my own resources</p> <p>I always use the same hand when making marks</p> <p>I am independent using the bathroom</p> <p>I will try various foods</p>	<p>I am confident to join in games and attempt to follow 'Just Dance' routines</p> <p>I am confident to use a variety of ways to move.</p> <p>I can work with friends to build large structures.</p> <p>I am beginning to use a comfortable grip with more control.</p> <p>I am beginning to be more independent during lunchtime.</p> <p>I know what I need to do to be ready for home.</p>	<p>I can confidently move in different ways.</p> <p>I can move with some control and grace.</p> <p>I can use fine motor skills to use a range of tools, such as scissors and pencils.</p> <p>I can use my core muscles to sit correctly.</p> <p>I can use good hygiene.</p>	<p>I can develop my body strength</p> <p>I can learn different movements.</p> <p>I can safely use a range of large apparatus.</p> <p>I can develop my body strength by balance, co-ordination and agility.</p> <p>I can play games involving a ball.</p> <p>I have a consistent handwriting style.</p> <p>I know what I need to do to be healthy.</p>	<p>I am beginning to negotiate space safely, so that I do not bump into others.</p> <p>I am beginning to demonstrate strength, balance and coordination when I play games.</p> <p>I can move briskly by running, jumping, dancing, hopping, skipping and climbing.</p> <p>I can hold my pencil correctly.</p> <p>I can use a tripod grip.</p> <p>I can use a range of small tools, including scissors.</p> <p>I am beginning to show some correctness and care when drawing.</p>

