

EYFS UTW FO

	FO Autumn 1	FO Autumn 2	FO Spring 1	FO Spring 2	FO Summer 1	FO Summer 2
Past and Present	Chronology and Sequencing Enjoys pictures and stories about themselves, family and other people. Historical Enquiry Shows curiosity to handle unknown objects. Similarities and Differences Notices children around them and points to their features like a tee shirt. <i>Children show they are noticing changes by pointing to things that are different and acknowledging when things are different.</i>	Chronology and Sequencing Enjoys pictures and stories about themselves, family and other people. Historical Enquiry Shows curiosity to handle unknown objects. Similarities and Differences Notices children around them and points to their features like a tee shirt. <i>Children show they are noticing changes by pointing to things that are different and acknowledging when things are different.</i>	Chronology and Sequencing Enjoys pictures and stories about themselves, family and other people. Historical Enquiry Shows curiosity to handle unknown objects. Similarities and Differences Notices children around them and points to their features like a tee shirt. <i>Children show they are noticing changes by pointing to things that are different and acknowledging when things are different. when things are the same.</i>	Chronology and Sequencing Shows interest in stories about themselves and their family. Historical Enquiry Takes an interest in unknown objects, exploring their textures, mass, moving parts etc. Similarities and Differences Notices when they are wearing the same shoes (for example) as their friend. <i>Children start to see when things are the same and show a curiosity when things are the same.</i>	Chronology and Sequencing Shows interest in stories about themselves and their family. Historical Enquiry Takes an interest in unknown objects, exploring their textures, mass, moving parts etc. Similarities and Differences Notices when they are wearing the same shoes (for example) as their friend. <i>Children start to see when things are the same and show a curiosity when things are the same.</i>	Chronology and Sequencing Shows interest in stories about themselves and their family. Historical Enquiry Takes an interest in unknown objects, exploring their textures, mass, moving parts etc. Similarities and Differences Notices when they are wearing the same shoes (for example) as their friend. <i>Children start to see when things are the same and show a curiosity when things are the same.</i>
People , Culture and Communities	Religious Education Children listen to stories about people from different communities. Locational Geography Children can say the name of their town, Geographical Knowledge Children can talk about a holiday or trip somewhere. Similarities and Differences Notice differences between people. <i>Children look at photographs of themselves and can identify themselves.</i>	Religious Education Children listen to stories about people from different communities. Locational Geography Children can say the name of their town, Geographical Knowledge Children can talk about a holiday or trip somewhere. Similarities and Differences Notice differences between people. <i>Children look at photographs of themselves and can identify themselves.</i>	Religious Education Children listen to stories about people from different communities. Locational Geography Children can say the name of their town, Geographical Knowledge Children can talk about a holiday or trip somewhere. Similarities and Differences Notice differences between people. <i>Children look at photographs of themselves and can identify themselves.</i>	Religious Education Continues to develop positive attitudes about the differences between people. Locational Geography Children can participate in tidying up and know where things go in the classroom. Geographical Knowledge Children notice features about their immediate environment e.g. a tree. Similarities and Differences Curious about people and shows interest in stories about themselves and their family. Enjoys pictures and stories about themselves, their family and other people. <i>Children talk about their own family.</i>	Religious Education Continues to develop positive attitudes about the differences between people. Locational Geography Children can participate in tidying up and know where things go in the classroom. Geographical Knowledge Children notice features about their immediate environment e.g. a tree. Similarities and Differences Curious about people and shows interest in stories about themselves and their family. Enjoys pictures and stories about themselves, their family and other people. <i>Children talk about their own family.</i>	Religious Education Continues to develop positive attitudes about the differences between people. Locational Geography Children can participate in tidying up and know where things go in the classroom. Geographical Knowledge Children notice features about their immediate environment e.g. a tree. Similarities and Differences Curious about people and shows interest in stories about themselves and their family. Enjoys pictures and stories about themselves, their family and other people. <i>Children talk about their own family.</i>

The Natural World	Working Scientifically Explores materials with different properties.	Working Scientifically Explores materials with different properties.	Working Scientifically Explores materials with different properties.	Working Scientifically Explores and responds to different natural phenomena in their setting and on trips.	Working Scientifically Explores and responds to different natural phenomena in their setting and on trips.	Working Scientifically Explores and responds to different natural phenomena in their setting and on trips.
	Similarities and Differences Explores natural materials, indoors and outside.	Similarities and Differences Explores natural materials, indoors and outside.	Similarities and Differences Explores natural materials, indoors and outside.	Similarities and Differences Remembers where objects belong and can match parts of objects that fit together (e.g. puts lid on a teapot).	Similarities and Differences Remembers where objects belong and can match parts of objects that fit together (e.g. puts lid on a teapot).	Similarities and Differences Remembers where objects belong and can match parts of objects that fit together (e.g. puts lid on a teapot).
	<i>Explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking</i>	<i>Explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking</i>	<i>Explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking</i>	<i>Uses all their senses in hands-on exploration of natural materials.</i>	<i>Uses all their senses in hands-on exploration of natural materials.</i>	<i>Uses all their senses in hands-on exploration of natural materials.</i>

	F1 Autumn 1	F1 Autumn 2	F1 Spring 1	F1 Spring 2	F1 Summer 1	F1 Summer 2
Past and Present	<p>Chronology and Sequencing Begins to make sense of their own life-story and family’s history. Historical Enquiry Shows an interest in the names of unknown objects. Similarities and Differences Talks about members of their immediate family and community.</p> <p><i>Children start to be curious about the people around them. They show interest in characters in stories and also people in school.</i></p>	<p>Chronology and Sequencing Begins to make sense of their own life-story and family’s history. Historical Enquiry Shows an interest in the names of unknown objects. Similarities and Differences Talks about members of their immediate family and community.</p> <p><i>Children start to be curious about the people around them. They show interest in characters in stories and also people in school.</i></p>	<p>Chronology and Sequencing Talks about their immediate family. Enjoys joining in with family customs and routines.</p> <p>Historical Enquiry Recognises pictures in non-fiction books applying new knowledge and vocabulary. Similarities and Differences Makes connections between the features of their family and other families.</p> <p><i>Children show an interest in the people in their family and can tell some simple facts about their family. They recognise some families have similar features.</i></p>	<p>Chronology and Sequencing Talks about their immediate family. Enjoys joining in with family customs and routines.</p> <p>Historical Enquiry Recognises pictures in non-fiction books applying new knowledge and vocabulary. Similarities and Differences Makes connections between the features of their family and other families.</p> <p><i>Children show an interest in the people in their family and can tell some simple facts about their family. They recognise some families have similar features.</i></p>	<p>Chronology and Sequencing Remembers and talks about significant events in their own experience. Starts to use the vocabulary; today, tomorrow, and yesterday in the correct context. Names and describes people who are familiar to them. Compares and contrasts characters from stories, including figures from the past. Historical Enquiry Shows interest in the lives of people who are familiar to them.</p> <p>Similarities and Differences Takes an interest in the different roles of people who support their community and makes observations of their role, uniforms, transport.</p> <p><i>Children start to use simple language about the passage of time. They comment on photographs and images and can talk about similarities and differences in simple terms</i></p>	<p>Chronology and Sequencing Remembers and talks about significant events in their own experience. Starts to use the vocabulary; today, tomorrow, and yesterday in the correct context. Names and describes people who are familiar to them. Compares and contrasts characters from stories, including figures from the past. Historical Enquiry Shows interest in the lives of people who are familiar to them.</p> <p>Similarities and Differences Takes an interest in the different roles of people who support their community and makes observations of their role, uniforms, transport.</p> <p><i>Children start to use simple language about the passage of time. They comment on photographs and images and can talk about similarities and differences in simple terms</i></p>
People , Culture and Communities	<p>Religious Education Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life indoors and outdoors. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Locational Geography Talks about their home and the places they go to in their immediate environment. Recalls where objects belong. Matches parts of objects that fit together (e.g., puts the lid on a teapot). Geographical Knowledge Children comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Similarities and Differences Shows interest in different occupations. Notices differences and similarities between people.</p> <p><i>Children notice differences in story books etc</i></p>	<p>Religious Education Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life indoors and outdoors. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Locational Geography Talks about their home and the places they go to in their immediate environment. Recalls where objects belong. Matches parts of objects that fit together (e.g., puts the lid on a teapot). Geographical Knowledge Children comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Similarities and Differences Shows interest in different occupations. Notices differences and similarities between people.</p> <p><i>Children notice differences in story books etc</i></p>	<p>Religious Education Understands that not everyone celebrates the same festival. Locational Geography Knows some landmark buildings (including places of worship) in their local environment and discusses their importance. Geographical Knowledge Knows that there are different countries in the world and talks about the differences they have experienced or seen in photos. Similarities and Differences Looks closely at similarities, differences, patterns and change. <i>Makes connections between the features of their family and other families.</i></p>	<p>Religious Education Understands that not everyone celebrates the same festival. Locational Geography Knows some landmark buildings (including places of worship) in their local environment and discusses their importance. Geographical Knowledge Knows that there are different countries in the world and talks about the differences they have experienced or seen in photos. Similarities and Differences Looks closely at similarities, differences, patterns and change. <i>Makes connections between the features of their family and other families.</i></p>	<p>Religious Education Understands that some places are special to members of their community. Recognises that people have different beliefs and celebrate special times in different ways. Can use key vocabulary such as trees, rivers, beaches etc in the correct context. Draws information from a simple map. Begins to recognise different types of buildings, foods, weather, animals and landscape. Locational Geography Draws own plans/maps of immediate environment. Geographical Knowledge Children can say how you might travel to different places in the world. Similarities and Differences Uses knowledge or experiences to compare buildings, foods, weather, animals and landscape. <i>Knows simple features of their own environment.</i></p>	<p>Religious Education Understands that some places are special to members of their community. Recognises that people have different beliefs and celebrate special times in different ways. Can use key vocabulary such as trees, rivers, beaches etc in the correct context. Draws information from a simple map. Begins to recognise different types of buildings, foods, weather, animals and landscape. Locational Geography Draws own plans/maps of immediate environment. Geographical Knowledge Children can say how you might travel to different places in the world. Similarities and Differences Uses knowledge or experiences to compare buildings, foods, weather, animals and landscape. <i>Knows simple features of their own environment.</i></p>
The Natural World	<p>Working Scientifically Shows curiosity in the environment around them inside and outdoors.</p>	<p>Working Scientifically Shows curiosity in the environment around them inside and outdoors.</p>	<p>Working Scientifically Explores how things work. Plants seeds and cares for growing</p>	<p>Working Scientifically Explores how things work. Plants seeds and cares for growing</p>	<p>Working Scientifically Explores the natural world around them.</p>	<p>Working Scientifically Explores the natural world around them.</p>

	<p>Similarities and Differences</p> <p>Explores collections of materials with similar and/or different properties.</p> <p>Talks about what they see, using a wide vocabulary.</p> <p>Explores and talks about different forces they can feel.</p> <p>Talks about the differences between materials and changes they notice.</p>	<p>Similarities and Differences</p> <p>Explores collections of materials with similar and/or different properties.</p> <p>Talks about what they see, using a wide vocabulary.</p> <p>Explores and talks about different forces they can feel.</p> <p>Talks about the differences between materials and changes they notice.</p>	<p>plants.</p> <p>Understands the key features of the life cycle of a plant and an animal.</p> <p>Makes simple predictions with support.</p> <p>Similarities and Differences</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Talks about why things happen and how things work.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Shows care and concern for living things and the environment.</p> <p>Understands that some animals have similar features.</p>	<p>plants.</p> <p>Understands the key features of the life cycle of a plant and an animal.</p> <p>Makes simple predictions with support.</p> <p>Similarities and Differences</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Talks about why things happen and how things work.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Shows care and concern for living things and the environment.</p> <p>Understands that some animals have similar features.</p>	<p>Describes what they see, hear and feel whilst outside.</p> <p>Recognises some environments that are different to the one in which they live.</p> <p>Begins to recognise the effect of changing seasons on the natural world around them.</p>	<p>Describes what they see, hear and feel whilst outside.</p> <p>Recognises some environments that are different to the one in which they live.</p> <p>Begins to recognise the effect of changing seasons on the natural world around them.</p>
	<p><i>Children start to explore the environment around them</i></p>	<p><i>Children start to explore the environment around them.</i></p>	<p><i>Children start to notice when things have changes with support from an adult.</i></p>	<p><i>Children start to notice when things have changes with support from an adult.</i></p>	<p><i>Children start to understand they can influence their environment and make changes to the space around them..</i></p>	<p>Similarities and Differences</p> <p>Begins to understand the effect their behaviour can have on the environment.</p> <p>Listens to and talks about non-fiction books, applying new knowledge and vocabulary.</p> <p>Says what they can hear, see, and feel whilst outside.</p>
						<p>Similarities and Differences</p> <p>Begins to understand the effect their behaviour can have on the environment.</p> <p>Listens to and talks about non-fiction books, applying new knowledge and vocabulary.</p> <p>Says what they can hear, see, and feel whilst outside.</p>
						<p><i>Children start to understand they can influence their environment and make changes to the space around them..</i></p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Post and Present	<p>Chronology and Sequencing Uses the environment (visual timetables) to sequence and discuss the day’s structure using vocabulary – now, next.</p> <p>Talks about themselves and their immediate family</p> <p>Understands the generational relationships in a basic family tree including their siblings, mum, dad, and grandparents.</p> <p>Historical Enquiry Takes an interest in and comments on unknown objects, exploring their; textures, mass, moving parts etc. Vocabulary: hard, soft, bumpy. spikey, cold, smooth, heavy, light, spins, winds (add precise when sourced objects and seen opportunities).</p> <p>Can talk about their own family and the people around them describing features about them.</p>	<p>Chronology and Sequencing Remembers and talks about significant events in their own experiences.</p> <p>Knows the names of the days of the week and their order.</p> <p>Understands their birthday celebrates the day that they were born.</p> <p>Knows when their birthday is.</p> <p>Historical Enquiry Knows people in the school environment and their roles: Head Teacher, site manager, office manager, school cook.</p> <p>Similarities and Differences Takes an interest in the different roles of people who support their community and makes observations of their role, uniforms, transport. Understands that not everyone celebrates the same celebrations, but how we celebrate are similar.</p> <p>Starts to talk about the passage of time and understands significant events in their own timeline.</p>	<p>Chronology and Sequencing Uses the vocabulary; today, tomorrow, and yesterday in the correct context. Names the four seasons. Understands that some historical events were before them, their parents, and their grandparents.</p> <p>Historical Enquiry Takes an interest in and comments on images of familiar situations from the past. Hypothesises about the function of artifacts, based on creative ideas or past experiences. Answers and asks ‘why’ questions about text that has been read to them. Engages in non-fiction books. Listens to and talks about non-fiction books applying new knowledge and vocabulary.</p> <p>Similarities and Differences Foci: Observation of difference.</p> <p>Starts to understand events outside their own timeline. Understands 'different'.</p>	<p>Chronology and Sequencing Recognises and describes special times or events for their family or friends.</p> <p>Orders and sequences pictorial representations of their daily routines or tasks based on experience.</p> <p>Names the four seasons. (Spring)</p> <p>Historical Enquiry Takes an interest in and comments on images of familiar situations from the past. Hypothesises about the function of artifacts, based on creative ideas or past experiences. Answers and asks ‘why’ questions about text that has been read to them. Engages in non-fiction books. Listens to and talks about non-fiction books applying new knowledge and vocabulary.</p> <p>Talks about events of personal significance. Starts to understand 'similarity'.</p>	<p>Shows an understanding of the passing of time through the life cycle of plants, animals and mini beasts.</p> <p>Sequences the basic stages of human life cycle (Year 1).</p> <p>Begins to organise/sequence their own story ideas on a story map using story stems structure as support, including the vocabulary first, next, after that and finally.</p> <p>Names the four seasons. Spring/ (Summer)</p> <p>Historical Enquiry Justifies hypothesis regarding artifacts using existing knowledge or seeking more information; asking questions, building on the ideas of others, or using images and books.</p> <p>Similarities and Differences Foci: observation of change over a period. Compares and contrasts the different stages in the life cycle of plants, animals, and mini beasts. Compares and contrasts the basic stages of human life cycle.</p> <p>Sequences events using time-specific vocabulary.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <ul style="list-style-type: none">• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.• Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Culture and Communities	<p>Religious Education Celebrates and comments on the visual differences (supported through similarities) between us all as a cohort.</p> <p>Locational Geography Talks about their home and the places they go to in their immediate environment.</p> <p>Geographical Knowledge Knows that some places are far away, and we cannot walk there.</p> <p>Similarities and Differences Makes observations of landscapes in photos, books, and videos.</p> <p>Knows features of their own environment.</p>	<p>Religious Education Understands that not everyone celebrates the same festivals, but how we celebrate is similar; special foods, decorations, music, special clothes, gifts etc. (Diwali-Hindu, Christmas/ Birthdays-Christian)</p> <p>Takes an interest in and comments on unknown objects, exploring their; textures, mass, colour, moving parts etc</p> <p>Locational Geography Creates different play environments - beach, city, forest, etc, in small-world play with support, naming their features; trees, river, mountains etc.</p> <p>Geographical Knowledge Knows that some places are far away, and we cannot walk there.</p> <p>Similarities and Differences</p>	<p>Religious Education Knows that people have different beliefs and traditions that affect their lives.</p> <p>Knows that there is a link between stories and festivals: Diwali and The Story of Light, The nativity story, The Easter story, Chinese New Year – The great race.</p> <p>Answers and asks 'why?' questions about text that has been read to them.</p> <p>Engages in non-fiction books.</p> <p>Listens to and talks about non-fiction books applying new knowledge and vocabulary.</p> <p>Locational Geography -Describes the natural landscape of a biome (tundra).</p>	<p>Religious Education Knows that people have different beliefs and traditions that affect their lives.</p> <p>Knows that there is a link between stories and festivals: Diwali and The Story of Light, The nativity story, The Easter story, Chinese New Year – The great race.</p> <p>Answers and asks 'why?' questions about text that has been read to them.</p> <p>Engages in non-fiction books.</p> <p>Listens to and talks about non-fiction books applying new knowledge and vocabulary.</p> <p>Locational Geography Knows that the country we live in is England.</p> <p>Names some hot and cold countries.</p>	<p>Religious Education Knows the landmark buildings (including places of worship) in the local environment and discusses their importance.</p> <p>Locational Geography Knows the landmark buildings (including places of worship) in their local environment and discusses their importance.</p> <p>Geographical Knowledge Draws own plans/maps of immediate environment.</p> <p>Similarities and Differences _ Foci: Application of observation.</p> <p>Makes inferences about locations in books based on previous knowledge or experiences:</p> <ul style="list-style-type: none">• clothing worn	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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.</p>

		<p>Makes observations of landscapes in photos, books, and videos.</p> <p>Knows some features of a different environment and what makes it different.</p>	<p>-Knows we have different environments in this county; water/sea, woods, beaches, etc.</p> <p>-Answers and asks “why” questions.</p> <p>-Engages in non-fiction books.</p> <p>-Listens to and talks about non-fiction books applying new knowledge and vocabulary.</p> <p>Geographical Knowledge</p> <p>Knows what a globe is and that it represents the world.</p> <p>Knows the basic colour key on a map or globe; blue is the sea, green and brown is the land and white is snow.</p> <p>Creates own map of imaginary location using basic key; tree, sea, sand etc.</p> <p>Similarities and Differences</p> <p><u>Foci: Observation of difference.</u></p> <p>Discusses the differences between a biome with an extreme climate (tundra) and that of Retford.</p> <p>Knows there are locations beyond their own and that these are represented in different ways.</p>	<p>Knows that different countries have different landscapes (biomes).</p> <p>Knows about the lifestyle of people in other countries for example: foods, home, clothing, significant buildings, languages, and culture. (European).</p> <p>Geographical Knowledge</p> <p>Knows what an island is.</p> <p>Takes a personal interest in maps and globes asking questions to extend knowledge.</p> <p>Knows that there are many different countries in the world.</p> <p>Knows some of the features of the biomes (tundra , desert, forest, grassland/savanna, oceans).</p> <p>Similarities and Differences</p> <p><u>Foci: Observation of similarities.</u></p> <p>Makes links between their knowledge of biomes to classify animals.</p> <p>Understands that other countries have traditional foods, significant buildings, traditional clothing and their own language like we do in England.</p> <p>Knows that there are different and significant celebrations.</p>	<ul style="list-style-type: none">• buildings• foods• weather• animals• landscape <p>Identifies some features of personal significance and some features that others find significant.</p>	
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<i>The Natural World</i>	<p>Working Scientifically Shows curiosity in the environment around them inside and outdoors.</p> <p>Similarities and Differences Says what they can hear, see, and feel whilst outside.</p> <p>Discusses and observes the similarities/ differences in the season: Autumn</p> <p>Notices features of the immediate environment.</p>	<p>Working Scientifically Comments on unknown objects, based on their own exploration.</p> <p>Observes and talks about the changes in objects over a period (melting). Similarities and Differences Foci: Observation of change.</p> <p>Notices an immediate change, feeling the wind pick up, getting sunny. Observes and talks about the changes in nature they notice- Autumn.</p> <p>Starts to talk about changes like the weather/ season.</p>	<p>Working Scientifically Takes part in simple experiments led by an adult (floating and sinking) discussing the differences in the objects. Makes simple predictions with support. Similarities and Differences Foci: Observation of difference. Observation after a session. Answers and asks 'why?' questions. Engages in non-fiction books. Listens to and talks about non-fiction books applying new knowledge and vocabulary. Names the four seasons and talks about their differences and the impact on their lives.</p> <p>Starts to show curiosity and wonder when involved in investigations.</p>	<p>Working Scientifically Carries out simple set up experiments (sorting materials) that enables them to talk about similarities –classifying.</p> <p>Similarities and Differences Foci: Observation of similarities. Pupils use new knowledge to classify animals therefore highlighting their similarities. Sort animals that live on land in water or in the air.</p> <p>Understands animals have similar features to live in specific habitat for example, camouflage, fur to protect from the cold etc.</p> <p>Shows some understanding of difference.</p>	<p>Our Beautiful Planet’ Identify and name some plants Identify and name plant parts Explore what helps seeds grow. Explore some ways to look after our natural planet</p> <p>Working Scientifically Selects equipment to help them follow their own enquiry of interest, for example, which mini beasts live in the playground? Records observations in a number of ways; drawings, written work, photographs. Similarities and Differences <u>Foci: Observation of change over a period.</u> Records observations to enable changes to be observed. Shows an understanding of the passing of time through the life cycle of plants, animals, and mini beasts. Sequences the basic stages of human life cycle.</p> <p>Starts to talk about the passage of time in relation to changes.</p>	<p>• 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.</p> <p>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>