Bridekirk Dovenby CE Primary School EYFS Curriculum Goals

Linked to our **whole school** Curriculum Drivers: Community Values Active Adventure Initiative & Independence Possibilities Worldwide

EYFS Curriculum Goals		First milestone	Second milestone	Third milestone	Final milestone	Linked ELG's
Investigate	To investigate and ask questions about the world around me. Cultures / People/ Diversity RE lessons taught using the *Understanding Christianity,* and schemes. Computational thinking taught using Barefoot Computing activities.	Children can talk about special times, celebrations, birthdays they remember within their lifetime. (History) Children understand that some places are special to members of their community. Children will experience and discuss religious stories making connections with personal experiences. Children will share and record occasions when things have happened if their lives that made them feel special. (RE) Children will show an interest in different occupations. Children will use all their senses in hands on exploration of natural materials. Children will explore collections of materials with similar and/or different properties. Children will be able to tell someone about what they see. Children can tell something about where they live. (Geog) Children will explore how things work. Children will talk about what they notice about the weather on a daily basis and how this impacts upon them. (Geog) Children will describe what they see, hear and feel whilst outside. Children will discuss that certain animals live in woodland/forests in UK. (Sci) Children will recognise and name some common woodland animals: hedgehog, squirrel, rabbit, fox, and badger. (Sci) Children will be involved in: ***tinkeing*** *(playing and exploring)* (Computational thinking)	Children will continue to develop positive attitudes about the differences between people. Children begin to recognise that we celebrate certain events such as bonfire night, because of what happened many years ago. (Hist) Children can talk about somewhere that is special to themselves saying why. (RE) Children get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. (RE) Children will talk about what they like about their immediate environment and how environments might vary from one another. (Geog) Children will experience looking at atlases and world globes. (Geog) Children can recognise and name two or more local features. (Geog) Children will explore the natural world around them in the Orchard Area. Children will recognise that people have different beliefs and celebrate special times in different ways. Children will talk about what they see using a growing vocabulary. Children will begin to understand the need to respect and care for the natural environment and living things. (Sci) Children will explore and talk about different forces they can feel. (Sci) Children will talk about the differences between materials and changes they notice. (Sci) Children will know that certain materials can be hard, soft, solid etc. (Sci) Children will explore why some materials are more suited to different functions. (Sci)	Children will comment on familiar situations in the past. Children will talk about some religious stories. (RE) Children will begin to recognise some religious vocabulary. (RE) Children will identify some of their own feelings in the stories they hear. (RE) Children can identify a sacred text e.g. Bible, Torah. (RE) Children can talk about how they have changed from being a baby. (Hist) Children will talk about how adults and children are different. (Hist) Children will know that there are different countries in the world and recognise and talk about some of the similarities and differences they have experienced or seen in photos. (Geog) Children will recognise that different plants and animals grow in different parts of the world. (Geog/Sci) Children can name some UK based animals and food. (Geog) Children can recognise and name some common Polar and African animals. (Sci) Children understand and talk about parts of the world being hotter or colder. (Geog) Children will be able to describe the UK, Arctic, Antarctica and Africa and point these places out on the globe or in an atlas. (Geog) Children will identify that certain UK animals live in specific habitats/environments. (Geog/Sci) Children will understand how certain animals grow and correctly sequence growth patters or life cycles. (Sci) Children understand the effect of changing seasons on the environment around them. (Geog/Sci)	Children can sort objects /images into old and new and begin to use vocabulary linked to this. (Hist) Children will compare and contrast characters from stories, including figures from the past. (Hist) Children will know that London is the capital city of England. (Geog) Children will talk about the local environment using geographical vocabulary~: village, farm, house, shop, church. (Geog) Children will use geographical language when looking at physical features of different landscapes. *Forest, beach, soil, hill, mountain and weather.* (Geog) Children will understand what maps can be used for and why people use them. (Geog) Children will follow a simple map, as a group, to help find objects, features around school. (Geog) Children will record what they see in the natural world around them through drawing and diagrams. Children will know that a plant is a living thing. (Sci) Children can recognise and name parts of a plant. (Sci) Children begin to understand how to look after plants. (Sci) Children understand how certain plants grow and correctly sequence growth sequences. (Sci) Children notice and talk about the changes that happen to plants as they grow. (Sci) Children understand what they can do to help the environment. (Sci) Children will begin to understand what impact humans have had on animals and their environments. (Sci)	**Understanding the World:** Past and Present -Talk about the lives of people around them and their roles in society. -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. **Understanding the World:** People, Cultures and Communities -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 other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. **Understanding the World:** The Natural World -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.

			Children begin to understand about magnets and using these to test metal. Children will be able to match clothing/objects to hot and cold weather. (Geog) Children can describe themselves, other objects and landmarks using relative positions (next to, in front of etc). (Geog) Children will be involved in: **Persevering** using **logic** *(anticipating and explaining logical reasoning)* (Computational thinking)	Children will identify key signs / images for each season. (Sci) Children will notice and talk about what happens to puddles when it is cold. (Sci) Children will begin to understand that when water gets cold enough it freezes and becomes ice. (Sci) Children will begin to understand that when ice warms up it melts and changes back to water. (Sci) Children can label the key parts of an animal. (Sci) Children begin to understand about camouflage. (Sci) Children will be involved in: ***Abstraction*** *(naming and labelling, working out what is important, sticking to the main theme, ignoring what is not important, creating a summary)* **Algorithms and decomposition** *(responding to instructions, ordering things, sequencing things, introducing storylines, working out different ways to do things, breaking problems down into steps)* (Computational thinking)	Children can identify and sort different materials to be recycled. (Sci)	
		I can talk about what is happening around me and discuss my thoughts and ideas.	I can take part in class discussion, asking questions relating to our activity.	I can investigate different ways of finding answers, using books, talk and the internet with support from an adult.		
I can use my skills to find the answer to a big question I have been asked.						

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