

Knowledge and Understanding of the World

Early Learning Goals (learning objectives)	National Curriculum (level 1 descriptors)
<p><u>Knowledge and Understanding of the world</u></p> <ul style="list-style-type: none"> • K&U4 Ask questions about why things happened and how things work • To talk about what they see • To make recordings of their observations • To develop their curiosity and to ask questions about why things happen and how things work • To use information gained from observation to predict outcomes • To understand the basic workings of a tape recorder, camera, video etc. 	<p><u>Science</u></p> <ul style="list-style-type: none"> • To describe or respond appropriately to simple features of objects, living things and events they observe • To communicate their findings in simple ways (eg. Talking about their work, through drawings, simple charts)

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<p><u>Knowledge and Understanding of the world</u></p> <ul style="list-style-type: none"> • K&U2 Find out about and identify some features of living things, objects and events they observe <ul style="list-style-type: none"> • The names of a common range of animals and their young • That living things(I.e. plants, animals and humans) have basic requirements for life • To show care and respect for living things • To sort living things and observe their features • To recognise features of natural and made objects • To describe observed simple features and objects, living things and observed events eg. Plant and body parts. • K&U3 Look closely at similarities, differences, patterns and change <ul style="list-style-type: none"> • To describe materials according to their properties • To sort living things, recognise and name simple features relating to similarities, differences, patterns and change • To observe and recognise changes that occur in every day observed events • How Objects move and work • Light, darkness, seasons and weather 	<p><u>Science</u></p> <ul style="list-style-type: none"> • Pupils recognise and name external parts of the body and of plants • They communicate observations of a range of animals and plants in terms of features • They recognise and identify a range of common animals • They observe features such as size, coat, leaf • Pupils know about a range of properties (for example, colour, texture, appearance) and communicate observations of materials in terms of these properties. • Pupils communicate observations of changes in light, sound or movement that result from actions (for example, switching on a simple electric circuit, pushing and pulling objects). • They recognise that light and sound come from a variety of sources and name some of these.

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<p><u>Knowledge and Understanding of the world</u></p> <ul style="list-style-type: none"> • K&U7 Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning • To know that pressing buttons, switches, turning dials can make devices stop / start/ make something happen • To know and use appropriate I>C>T technology • To control and operate the mouse and use it to access information • That the printer reproduces their work • To know that some keys have specific uses eg space bar, arrow keys • To be able to load programs • To be able to use a computer information using a picture, word or sound 	<p><u>ICT</u></p> <ul style="list-style-type: none"> • They explore information from various sources, showing they know that information exists in different forms • They use ICT to work with text, images and sound to help them share their ideas • They recognise that everyday devices respond to signals and instructions • They make choices when using such devices to produce different outcomes • They talk about their use of ICT

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<p><u>Knowledge and Understanding of the World</u></p> <ul style="list-style-type: none"> • K&U 9 To observe, find out about and identify features in the place they live and the natural world. • To talk about and express an opinion about their environment • To recognise similarities and differences in their immediate environment • To talk about people and places beyond their local environment • To focus their attention on the world around them • To observe closely to gain information • K&U11 To find out about their environment and talk about those features they like and dislike • To talk about where they live • To talk about their homes and families • To talk about and find their way around school showing an awareness of where things belong and the people within the school • To talk about things they like and dislike 	<p><u>Geography</u></p> <ul style="list-style-type: none"> • To recognise and make observations about physical and human features of localities • To express their views on features of the environment of a locality • To show their knowledge, skills and understanding in studies at a local scale • To use resources that are given to them, and their own observations, to ask and respond to questions about places and environments

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<p><u>Knowledge and Understanding of the World</u></p> <ul style="list-style-type: none"> • K&U8 To find out about past and present events in their own lives and in those of their families and other people they know • To recognise similarities and differences when relating past and present • Talk about now and then • The difference between old and new • Discuss past and present in their own lives and those of their families and other people they know • To observe, classify, order and sequence events and objects • Relate episodes from stories of the past • Ask appropriate questions to gain information • Answer questions about the past using historical sources 	<p><u>History</u></p> <ul style="list-style-type: none"> • To recognise distinctions between present and past in their own and other people's lives • To show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time • To know and recount episodes from stories about the past • To find answers to some simple questions about the past from sources of information

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<p><u>Knowledge and Understanding of the World</u></p> <ul style="list-style-type: none">• K&U10 Begin to know about their own cultures and beliefs and those of other people• That people come from different cultures each with different beliefs of equal respect• To develop awareness and acceptance of the past	

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<p><u>Physical Development</u></p> <ul style="list-style-type: none"> • P1 To move with confidence, imagination and in safety • P2 To move with control and co-ordination • To be able to move in a variety of ways using hands and feet i.e. jump, hop, skip heel to toe etc. • To be able to respond to instructions • P3 To show awareness of space, of themselves and of others • To know what space is and to be able to move within their own space • To know about distance, height and direction • Personal and social - Gymnastics, games and dance • PS10 To dress and undress independently • PS8 To work as part of a group or independently, taking turns and sharing • PS6 To respond to significant experiences, showing a range of feelings when appropriate • PS2 To be confident to try new ideas 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • To perform basic travelling actions on feet and other body parts using a variety of directions • To respond to instructions • To recognise what they have done • To link two simple actions • To recognise and name travelling actions • To hold a position of stillness on large and small body parts • To develop jumping skills • To develop and link the actions on small and low level apparatus • To talk about how to exercise safely, and how their bodies feel during an activity

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<p><u>Physical Development</u></p> <ul style="list-style-type: none"> • P4 To recognise the importance of keeping healthy and those things which contribute to this • P5 To recognise changes that happen to their bodies when they are active • To understand that moving exercises the body and that exercise keep the body healthy • That exercise increases the heart rate and can make you short of breath • That exercise increases body temperature • The importance of healthy eating • To know that they have bones, muscles and joints that can be moved and stretched • P6 To use a range of small and large apparatus • P7 To travel around, under, over and through balancing and climbing equipment 	<p><u>Games</u></p> <ul style="list-style-type: none"> • To develop control when travelling and handling equipment • To use space safely • To respond to instructions • To recognise what they have done • To link running and dodging movements • To develop a range of sending skills • To develop the skills of tracking and picking up a moving object • To work as part of a team • To enjoy a game including throwing and catching skills • To co-operate with each other • To recognise the warm up and cool down aspect of a lesson • To describe and comment on their own and others' actions • To talk about how to exercise safely and how their bodies feel during an activity • <u>Dance</u> (as in gymnastics and games)

Physical Development

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<p><u>Physical Development</u></p> <ul style="list-style-type: none">• P8 To handle tools, objects, construction and malleable materials safely and with increasing control• To understand that tools can be dangerous• To be able to handle objects carefully and with increased control e.g. thread, pour, cut• To be able to handle construction materials safely and with increasing control e.g. press, click, stick• To be able to handle malleable materials safely and with increasing control e.g. squeeze, stir, mould, roll	<p>Covered in aspects of all curriculum subjects</p>

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<p><u>Creative Development</u></p> <ul style="list-style-type: none"> • C2 Recognise and explore how sounds can be changed. Sing simple songs from memory. Recognise repeated sounds and sound patterns and match movements to music. • To be able to compose sound/musical patterns as a response to stimuli. • To be able to use listening and observational skills to experience music • To be able to make a variety of sounds using instruments, body parts and other objects • To recognise specific tunes or rhythm patterns • C3 To respond in a variety of ways to what they hear, smell, touch and feel • To respond to different moods of music • To be able to use instruments, body parts, voice, other resources creatively and with expression • To describe in simple terms what they have heard • To express in words their likes and dislikes and their reasoning 	<p><u>Music, Movement and Dance</u></p> <ul style="list-style-type: none"> • Pupils recognise and explore how sounds can be changed • They repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points • They respond to different moods in music and recognise well-defined changes in sounds • They identify simple repeated patterns and take account of musical instruments <p>FURTHER LINKS WITH KS1 POS BREADTH OF STUDY - <u>DANCE</u></p> <p>Pupils should be taught to use movements imaginatively, responding to stimuli, including music.....express and communicate ideas and feelings.</p>

Creative Development

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<p><u>Creative Development</u></p> <ul style="list-style-type: none"> • C4 (part) To use their imagination in music, dance and role play • To express moods and feelings through dance • C5 (part) To express and communicate their ideas, thoughts and feelings by using a widening range of imaginative and role play, movement and a variety of songs and musical instruments • To perform with others using a variety of instruments • To be able to hold and use instruments properly • To know the names of a variety of sounds • To be able to use ICT to record sounds • To perform with others using a variety of instruments 	

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<p><u>Creative Development</u></p> <p>C4 Use their imagination in imaginative and role play stories</p> <ul style="list-style-type: none"> • To be able to play imaginatively alone and with others • To be able to use listening and observation skills to develop their creativity • To be able to use a range of resources imaginatively • To be able to express themselves; ideas and feelings using their voices and body movements • To be able to create a range of characters in stories and role play <p><u>PSE</u></p> <p>PSE 2 To be confident to try new activities, initiate ideas and speak in a familiar group</p> <p>PSE 7 form good relationships with adults and peers</p> <p>PSE 8 To work as part of a group or independently, taking turns and sharing fairly</p> <p>PSE 6 To respond to significant experiences, showing a range of feelings when appropriate</p>	<p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> • To talk about matters of immediate interest • To listen to others and usually respond appropriately • To convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail.

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<p><u>Creative Development</u></p> <p>PSE 10 To dress and undress independently</p> <p>PSE 11 To select activities and resources independently</p>	

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<p><u>Creative Development</u></p> <ul style="list-style-type: none"> • Early Learning goals C2, C3, C4 (part) and C5 (part) • To be able to respond during singing activities • To be able to join in group singing • To be able to sing a range of simple songs and rhymes from memory • To be able to sing with control • To enjoy singing • To be able to compose simple songs / phrases in response to stimuli • To be able to perform with others and develop an awareness of audience 	<p><u>Music (singing)</u></p> <p>They use their voices in different ways such as speaking, singing and chanting, and performing with awareness of others.</p>

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<p><u>Creative Development</u></p> <ul style="list-style-type: none"> • COLOUR • To know the primary colours and the names of colours • To be able to mix the primary colours to make another colour • To be able to create shades and tints • PATTERN • To be able to create a simple regular pattern • To explore patterns in the environment • To begin to understand reflective symmetry • APPRECIATION • To be able to express in words likes and dislikes and their reasoning • To respond to their own and others artists work 	

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