

Knowledge Building - Key Concepts and Skills - EYFS - Reception

At Holy Trinity, we recognise that the Early Years curriculum cannot be taught in isolation as discrete subjects or areas of learning, and in fact, young children thrive when they are engaged in exploratory learning, which encapsulates a wide, rich breadth of experience. Therefore, we plan how our whole-school Learning Means The World curriculum can further enhance the provision for our Nursery and Reception children in the Foundation Stage areas of learning.

Understanding the World

Come Fly With Me! Asia

Concepts

- To know that a map is a drawing of all or part of Earth's surface
- To know that China / India / Russia / Egypt can be found on a map of the world
- To know about some key aspects of Chinese culture, including Chinese New Year
- To know about some key aspects of Indian culture, including festivals such as Diwali
- To know that Russia is a large country in Asia
- To explore some basic identifying features of Russia's culture
- To know that Egypt is a country located across Africa and Asia
- To identify some key features Egyptian culture both in modern and ancient times such as hieroglyphs, desert environment and the pyramids
- To look at photographs of old-fashioned forms of transport and notice what is different from modern day equivalents
- To identify 'odd ones out' when exploring aspects of Chinese culture
- To identify similarities and differences between their own family and one from India
- To know about a range of cultural and religious festivals, including Christmas, and compare them with how they celebrate special times

Skills

- Draw information from a simple map
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways
- Recognise some similarities and differences between life in this country and life in other countries
- 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
- Talk about the lives of the 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
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories including figures from the past
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways

Key Vocabulary

passport, country, festival, traditions, culture, continent, Diwali, Chinese New Year, chopsticks, lantern, temple, tuk-tuk, climate, culture, desert

What on Earth...?

Concepts

- To identify a range of things that are 'big' and make comparisons, identifying things that are larger than other things
- To identify a range of things that are 'small', identifying things that are smaller than other things
- To know what a habitat is, compare a range of habitats and identify those suited to specific animals
- To identify some plants, explore how they grow and identify a variety of flowers, comparing them by size, shape and colour
- To identify features of two varieties of the same species and compare them
- To know what the four seasons are and be able to identify the key features of spring specifically
- To know what a reflection is and know that mirrors make reflections
- To identify old things and recognise what can be done to look after them
- To identify past events and experiences and discuss what happens/happened at them
- To know who the older people are in their lives and identify similarities and differences between their childhood and their own

Skills

- Explore the natural world around them, making observations and drawing pictures of animals and plants

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- 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
- Explore the natural world around them
- Describe what they see, hear and feel whilst outside
- Understand the effect of changing seasons on the natural world around them
- Talk about the lives of the 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
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories including figures from the past

Key Vocabulary

living, precious, gigantic, environment, building, city, mountain, skyscraper, tower, habitat, native, non-native, species, flower, plant, mirror, reflection, creature, alive, season

Help is at Hand

Concepts

- To know who works at school, what jobs they have and how these people help them
- To identify ways in which the police, ambulance service and fire service help in the community
- To know how doctors and nurses help in different settings
- To know about a wider range of people who help in our communities such as builders, electricians, waiting staff etc.

Skills

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

Key Vocabulary

surgery, litter, office, environment, ladder, vehicle, hospital, fire station, police station, chores, staff, emergency, accident, medicine, job, support

Happy To Be Me

Concepts

- To learn about the five senses and why they are important to us
- To name and identify body parts on humans and animals
- To know that animals use their senses in different ways to us
- To know that there are similarities and differences between people
- To know how to use language such as 'yesterday', 'today', 'tomorrow' when relating to the passing of time
- To identify ways their family celebrates special events such as weddings, christenings, birthdays etc.
- To identify features about themselves that make them individuals
- To identify how we are similar and different
- To know who is in their family and how families can differ
- To know what a community is and identify the communities and groups they belong to

Skills

- 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
- Describe what they see, hear and feel whilst outside
- Understand the effect of changing seasons on the natural world around them
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- Understand the past through settings, characters and events encountered in books read in class and storytelling
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories including figures from the past
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways

Key Vocabulary

senses, ears, eyes, hands, fingers, toes, mouth, nose, touch, taste, smell, sight, hear, same, difference, different, observe, patterns, food, survive, nose, paws

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Expressive Arts and Design

Come Fly With Me! Asia

Concepts

- To use the symbol of the elephant in Indian culture to recognise that art can be found in many places
- To know that Wassily Kandinsky was a famous artist and be able to recreate work in his style
- To know what a Pharaoh's mask is and design one of their own inspired by Egyptian art
- To know that Chinese dragons are an important feature of Chinese culture and make their own model using bright colours
- To identify some features of Chinese dress and design their own Chinese style outfit
- To know what a diva lamp is for
- To know a range of songs from different cultures and traditions
- To understand how to compose some simple music within a specific soundscape or genre

Skills

- Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Create collaboratively, sharing ideas, resources and skills
- Explore different materials freely, in order to develop their ideas about how to use them and what to make
- Develop their own ideas and then decide which materials to use to express them
- Join different materials and explore different textures
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Create collaboratively, sharing ideas, resources and skills
- Create their own songs, or improvise a song around one they know
- Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with the music
- Listen attentively, move to and talk about music, expressing their feelings and responses
- Sing in a group or on their own, increasingly matching the pitch and following the melody

Key Vocabulary

Wassily Kandinsky, abstract, colour, artefact, gold, mask, hieroglyphics, dragon, Chinese, colour, bright, traditional, compare, feature, diva lamp, salt dough, Diwali, Chinese music, triangles, gong, drums, Chinese dragon and lions

What on Earth...?

Concepts

- To use a range of materials in decoration
- To design and make a clay pot with the purpose of growing seeds
- To identify the features of a range of fabrics and talk about which they consider to be pretty
- To use their imagination when designing and making a model of a giant
- To know that some materials can be repurposed and reused to make something else
- To understand some of the processes involved in designing and making a particular item
- To know how to link sounds with the item that's makes them
- To know how to link symbols with sounds and compose their own

Skills

- Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Create collaboratively, sharing ideas, resources and skills
- Explore different materials freely, in order to develop their ideas about how to use them and what to make
- Develop their own ideas and then decide which materials to use to express them
- Join different materials and explore different textures
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with the music
- Listen attentively, move to and talk about music, expressing their feelings and responses
- Sing in a group or on their own, increasingly matching the pitch and following the melody

Key Vocabulary

design, make, pattern, texture, gift wrap, model, fabric, plant pot, clay, mould, symbols, sounds, instrumental, vocal, percussion, composition

Help is at Hand

Concepts

- To use printing to explore patterns in fingerprints and be able to say what they see
- To design a new lanyard with clear information and space for a photograph
- To be able to talk about preferences and design a pizza for themselves

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- To identify what someone else prefers and design specifically for them
- To know a song related to the jobs that people do
- To know and compose a range of sound effects to match jobs and actions

Skills

- Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function
- Create collaboratively, sharing ideas, resources and skills
- Explore different materials freely, in order to develop their ideas about how to use them and what to make
- Develop their own ideas and then decide which materials to use to express them
- Join different materials and explore different textures
- Share their creations, explaining the process they have used
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with the music
- Listen attentively, move to and talk about music, expressing their feelings and responses

Key Vocabulary

badge, lanyard, design, photograph, I.D., words, preference, cook, share, favourite, junk modelling, gift, sound effect, song

Happy To Be Me

Concepts

- To know what a self-portrait is and paint their own using a mirror as a guide
- To know that portrait can be made with other materials
- To understand that art can be appreciated with senses other than sight
- To understand that small details can make a big difference to a picture
- To know that portraits can have more than one person and be able to use a range of media to recreate their own from photographs
- To design a badge or medallion to show belonging
- To learn songs and singing games that involve people's names
- To know a range of songs that incorporate body parts and moving

Skills

- Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Create collaboratively, sharing ideas, resources and skills
- Explore different materials freely, in order to develop their ideas about how to use them and what to make
- Develop their own ideas and then decide which materials to use to express them
- Join different materials and explore different textures
- Respond to what they have heard, expressing their thoughts and feelings
- Remember and sing entire songs
- Sing the pitch of a tone sung by another person ('pitch match')
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with the music
- Listen attentively, move to and talk about music, expressing their feelings and responses
- Sing in a group or on their own, increasingly matching the pitch and following the melody

Key Vocabulary

self-portrait, face, features, family portrait, photograph, media, name, song, rhyme, rhythm, singing rhymes, clap, repetition

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Learning Means The World Unit Overview - Explorers!	
Year A 2025 - 2026	Year B 2024 - 2025
 'Happy To Be Me' <i>All about me</i>	 'Happy To Be Me' <i>All about me</i>
 'Let's Play' <i>Toys and Games</i>	 'Help Is At Hand' <i>Who Helps Us</i>
 Christmas Theme Week	
 'Come And Join The Celebration'	 'Food Glorious Food'
 'Jurassic Park'	 'Way Back When...' <i>Hats Had Brims</i>
 'Animal Crackers'	 'If You Go Down To The Woods...'
 'No Place Like Home' <i>All kinds of house and homes</i>	 'What On Earth...?' <i>Showing respect for our world</i>
 'Under The Sea' <i>Stories of friendship and trust</i>	 'Come Fly With Me!' <i>Asia</i>