

**St Thomas More Catholic Primary School  
EYFS End Points**

All About me	Autumn 1		Autumn 2	
	Theme: All about me	End Point	Theme: People who help us	End point
	<b>Science:</b> Naming key body parts	Knowing the correct names of body parts	<b>Science:</b> Thinking about how to care for our environment	Show understanding that we need to care for living things, e.g. watering plants, handling insects gently. Use their senses to explore natural materials and describe what they observe, e.g. “a heavy log” “wet leaves”.
	<b>Art:</b> Creating drawings and adding features. Naming colours	Create closed shapes with continuous lines and begin to use these shapes to represent objects.	<b>Art:</b> Line drawings Mixing colours	Use a variety of media independently Use colours for a purpose, e.g. using the correct eye/hair colour when drawing a self-portrait.
	<b>DT:</b> Begin to experiment with junk modelling	Cutting and joining	<b>DT:</b> Continue to junk model on a small and large scale.	Cutting, joining and constructing
	<b>Geography:</b> Talking about where we live.	Notice similarities and differences between people, reflecting on differences positively. Know that they may come from a different country from other children and understand that these are different places.	<b>Geography:</b> Thinking about who helps us – what they do and where they are located. Walk in the local environment and talk about key features.	Show interests in different occupations, e.g. role-playing police or doctors. Know that they may come from a different country from other children and understand that these are different places.
	<b>Music:</b> Experimenting with instruments and naming some of them	Respond to music with movement. Know and join in with some nursery rhymes or favourite songs and poems.	<b>Music:</b> Tapping/clapping out syllables to names with musical instruments or hands	Suggest a movement to match a piece of music, e.g. running during fast music or stamping to a slow drum beat. Keep a beat using a musical instrument or body percussion.
	<b>History:</b> How they have changed and naming family members	Discuss who is in their family and show some sense of their own history,	<b>History:</b> Learn about Mary Seacole and what she did. Talk about celebrations.	Listen to, respond and ask questions about fiction & non-fiction books about characters from the past.

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				Discuss past and upcoming events within their own family, e.g. “When I was a baby, I had a Christening” or “At my third birthday, I had a dinosaur cake”
	<p><b>PE:</b> Experimenting with mark making equipment. Writing letter sounds and beginning to write our name. Moving around the indoor and outdoor environments in different ways.</p>	<p>Enjoys running and beginning to travel with more speed and control. May not have developed a fluent running style yet. Stops or attempts to avoid obstacles when running. Explores and uses climbing equipment, with a little adult support at challenging parts. Uses a spoon or fork to eat independently. Uses mark-making tools such as paintbrushes, pens and chalk. Attempts to write their name in a way that they can recognise (May be the first few letters only, in capitals or not correctly formed). Has developed a dominant hand. Cuts straight lines with scissors/snippers. Draws circles, horizontal/vertical lines. Talks about how their body feels after exercise and knows that this activity is positive for our health.</p>	<p><b>PE:</b> Using tools safely Cutlery – fine motor Dressing skills – coats/zips</p>	<p>Begins to run with more fluency, avoiding obstacles. Explores and develops confidence in different ways of moving, e.g. hopping. Independently uses climbing equipment, e.g. the trim trail. Throws balls in the direction of a target/peer and attempts to catch large balls/beanbags by moving towards it. Uses a spoon or fork to eat with increased control and independence. Forms the pre-writing shapes. Forms all the letters of their names correctly. Forms recognisable letters for the full alphabet. Uses an effective (non-palmer pencil grip) Uses scissors to cut out a simple shape independently, e.g. circle/square. Draws simple pictures which can be recognised by themselves and others, e.g. face, person, cat, house. Working towards or using a tripod grip. Talks about how their body feels after exercise and knows that this activity is positive for our health.</p>
	<p><b>ICT:</b> Naming and introducing ICT equipment: Interactive white board</p>		<p><b>ICT:</b> Using a Bee bot to move it around</p>	

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Frosty and Frozen or Out of the Egg	Spring 1		Spring 2	
	Theme: Hot and Cold Lands/Spring	End Point	Theme: People who help us	End Point
	Science: Talking about seasonal changes	Science: Discuss change in seasons from Summer > Autumn, and then Autumn > Winter. Refer to changes to the natural world, weather and our habits.	Science: What a plant needs to grow – Life cycles	Make more careful observations (e.g. “The ice has melted; look it’s a puddle now”) and use an increasingly mature vocabulary when discussing the natural world, e.g. soil, roots, stem, temperature, melt. Make simple drawings of natural objects, e.g. leaf.
	<b>Art:</b> Marbling and talking about the effects Using pastels to create an effect -	Produce more detailed representations (drawings, paintings, models) and discuss the features they have included.	<b>Art:</b> Drawing with chalk – smudging effects	Produce more detailed representations (drawings, paintings, models) and discuss the features they have included.
	<b>DT:</b> Designing and making an egg carrier – cutting/joining (Sellotape/masking tapes, scissors)	Choose materials to achieve a goal, e.g. selecting a plastic yoghurt pot to turn into a boat due to its waterproof nature. Explain how they created something to their peers including why they chose a particular technique/material and how it is fit for purpose, e.g. “I used sellotape because the glue was too runny to hold something heavy”.	<b>DT:</b> Cooking – melting and mixing chocolate nests	Safely use cooking equipment with support, talking about the process.
	<b>Geography:</b> Identify differences between the different places – this country and another – compare and contrast	Share their knowledge of different countries (e.g. through holidays, home countries, books etc) and compare/contrast them in discussion. E.g. “ <i>There are no lions in</i>	<b>Geography:</b> Describing the environment around school – introduce forest skills	Look at maps of our school/area and discuss the features they notice. Make their own maps.

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	<i>England but there are in Africa” or “In Spain, the weather is warmer than here</i>		
<b>Music:</b> Listening to music and adding music to represent our feelings	Discuss changes or patterns they hear when listening to music, e.g. “It starts slowly but gets faster and faster”.	<b>Music:</b> Adding music to create and effect	Create their own beats with musical instruments/body percussion and become confident in games such as syllable-clapping.
<b>History:</b> Looking at fossils – museum visit/Famous explorers	Understand that the past is the time “before now”.	<b>History:</b> Sharing stories from the bible and noting how things are different – Jesus on a donkey not in a car.	Discuss images of the past and contrast them in discussion, e.g. “ <i>They are travelling on a horse and cart because there were no cars like we have then</i> ”.
<b>PE:</b> Health eating and the effect of exercise on our bodies	Moves confidently in a range of ways; rolling - crawling - walking - jumping - running - hopping - skipping - climbing. Uses climbing equipment with confidence and enjoyment. Uses a knife and fork, attempting to cut soft foods. Talks about how their body feels after exercise and knows that this activity is positive for our health.	<b>PE:</b> Travelling with confidence on, over, through Choosing how to move – slithering, rolling, crawling	Demonstrates good posture when working on table-top activities. Developing throwing and catching skills with appropriate apparatus, e.g. large foam ball or beanbag. Forms most letters of the alphabet with correct formation. Uses scissors with effective hand-positioning and with control. Adds detail to drawings, e.g. eyelashes or windows on a house. Talks about how their body feels after exercise and knows that this activity is positive for our health.
<b>ICT:</b> Using iPads to take photographs		<b>ICT:</b> Using technology safely	

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Once upon a time	Summer 1		Summer 2	
	Theme: Minibeasts/ Summer	End Point	Fairy Tales/Science	End Point
	<b>Science:</b> Sorting and classifying minibeasts	Explore the natural world around them, making observations and drawing pictures of animals and plants.	<b>Science:</b> naming farm animals and matching mothers/babies	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.
	<b>Art:</b> Using clay to create minibeasts/ minibeast homes	Experimenting with colour, texture, form and function.	<b>Art:</b> Mixing colours and creating shades	Experimenting with colour, texture, form and function.
	<b>DT:</b> Experimenting with glue guns – how to use tools safely	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	<b>DT:</b> Experimenting with hammers and nails – how to use tools safely	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
	<b>Geography:</b>		<b>Geography:</b> Talking about and noticing the differences between Peterborough and the farm. Environmental impact - water	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
	<b>History:</b> Why do we wear different clothes at different times of the year?	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	<b>History:</b> Sharing Bible stories and Traditional Fairy Tales	ELG - Understand the past through settings, characters and events encountered in books read in class and storytelling.
	<b>Music:</b> Performing poems, nursery rhymes learnt throughout the year.	Sing a range of well-known nursery rhymes and songs	<b>Music:</b> Adding music to songs and rhymes	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

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	<p><b>PE:</b> Ball skills – develop skills to roll/throw/catch</p>	<p>Demonstrates strength, balance and coordination when playing. Begins to show accuracy and care when drawing Uses a range of small tools, including scissors, paintbrushes and cutlery. Talks about how their body feels after exercise and knows that this activity is positive for our health.</p>	<p><b>PE:</b> Accuracy with pencil skills Jumping off of equipment safely</p>	<p>Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Able to control the size of their letters/numbers. Can do/undo buttons and zips. Negotiates space and obstacles safely, with consideration for themselves and others. Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing. Talks about how their body feels after exercise and knows that this activity is positive for our health.</p>
	<p><b>ICT:</b> Using technology to find pictures/facts</p>	<p><b>ICT:</b></p>	<p><b>ICT:</b> games to support learning</p>	