

Cross Reference of National Curriculum and the EYFS

	Technology	Art	DT	Geography	History	Music	Science	PE	RE
30-50 months	<p>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p> <p>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p>Knows that information can be retrieved from computers</p>	<p>Uses simple tools to effect changes to materials.</p> <p>Explores colour and how colours can be changed.</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Beginning to be interested in and describe the texture of things.</p>	<p>Uses various construction materials.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Joins construction pieces together to build and balance.</p> <p>Realises tools can be used for a purpose.</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>Enjoys joining in with dancing and ring games.</p> <p>Sings a few familiar songs.</p> <p>Beginning to move rhythmically.</p> <p>Imitates movement in response to music.</p> <p>Taps out simple repeated rhythms.</p> <p>Explores and learns how sounds can be changed.</p> <p>Developing preferences for forms of expression.</p> <p>Uses movement to express feelings.</p> <p>Creates movement in response to music.</p> <p>Sings to self and makes up simple songs.</p> <p>Makes up rhythms.</p>	<p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</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>Shows interest in the lives of people who are familiar to them.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Shows interest in different occupations and ways of life.</p> <p>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>
40-60 months	<p>Completes a simple program on a computer.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Explores what happens when they mix colours.</p> <p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p>	<p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts</p>			<p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Looks closely at similarities, differences, patterns and change.</p>	<p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>Enjoys joining in with family customs and routines.</p>

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			work where necessary.  Selects tools and techniques needed to shape, assemble and join materials they are using.					Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	
ELG	Children recognise that a range of technology is used in places such as homes and schools.  They select and use technology for particular purposes.	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.  They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.  They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.			Children sing songs, make music and dance, and experiment with ways of changing them.  Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.  They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	Children know about similarities and differences in relation to places, objects, materials and living things.  They talk about the features of their own immediate environment and how environments might vary from one another.  They make observations of animals and plants and explain why some things occur, and talk about changes.	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.  Children show good control and co-ordination in large and small movements.  They move confidently in a range of ways, safely negotiating space.	Children talk about past and present events in their own lives and in the lives of family members.  They know that other children don't always enjoy the same things, and are sensitive to this.  They know about similarities and differences between themselves and others, and among families, communities and traditions.