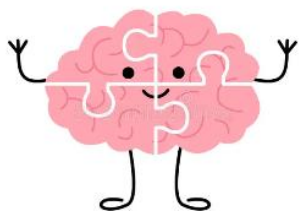


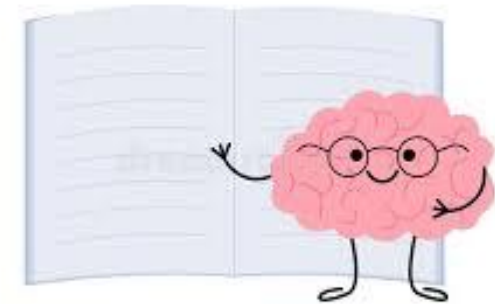
EYFS Knowledge Drivers

Exploring, Connecting, and Growing: Learning that Lasts.



Little Aston Primary Academy & Sparkletots Pre-School

The EYFS Curriculum:



Curriculum Design:

Our EYFS curriculum is built around carefully chosen **knowledge drivers** that ensure children experience a broad and balanced curriculum across all seven areas of learning. These drivers provide meaningful contexts through which children develop early knowledge in science, history, geography, language, and the arts, alongside strong personal and social development, ensuring full coverage of the EYFS framework.

All knowledge drivers are designed to build strong foundations for the National Curriculum. They support children to develop their understanding of the world, communication and language, early literacy, mathematical thinking, and personal development. Through this structured approach, children leave EYFS with secure knowledge, rich vocabulary, and the characteristics of effective learning needed for Key Stage 1.

Alongside this, we have a carefully planned **skills curriculum** linked to all seven areas of learning. Skills are clearly planned and developed over time, ensuring children build step by step towards key developmental milestones and the Early Learning Goals (ELGs), while also preparing them for the National Curriculum.

Our knowledge drivers are carefully sequenced from Pre-School onwards, ensuring clear progression in knowledge, skills, and vocabulary over time.

They are delivered through a **two-year cycle**, which ensures children revisit key learning and build understanding in greater depth over time. This approach broadens experiences, strengthens understanding of the world, and helps children make meaningful links between what they already know and new learning.

Although the knowledge drivers follow a consistent half-term structure, learning is adapted to meet the developmental needs of the children, ensuring appropriate challenge and progression for all learners.

A Rich and Inspiring Curriculum:

Children experience a curriculum that develops knowledge of:

- The natural world
- Early history and geography
- People and roles in society
- Stories, language, and communication

The arts are central to our provision, with rich opportunities in:

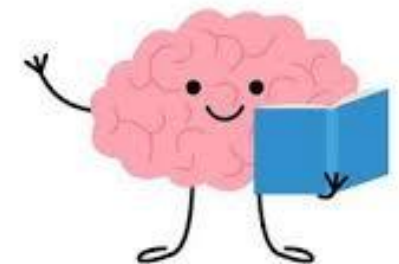
- Music
- Art and design
- Early design and technology

These experiences foster creativity, expression, and cultural understanding.

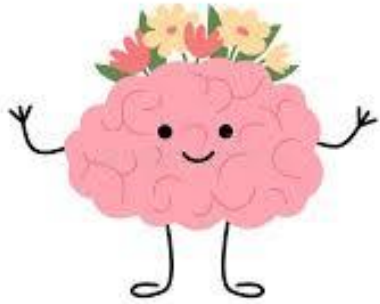
Language and Literature at the Heart:

High-quality texts are carefully selected for purpose and are central to learning. They:

- Develop vocabulary and language comprehension
- Inspire curiosity and engagement
- Provide meaningful contexts across all areas of learning



Key Foundational Skills:



Children are taught key foundational skills and have regular opportunities to practise and apply them through direct teaching and continuous provision. These include:

- Phonics and early reading
- Writing and early handwriting
- Mathematical concepts and number sense
- Communication and language development
- Physical development and fine/gross motor skills
- Personal Emotional Social Development

These skills support strong academic progress and are essential for future learning. They also underpin children's personal development, enabling them to become confident learners who can manage their feelings, build positive relationships, and develop self-regulation and early executive functioning skills.

Seasonal changes and festivals and celebrations:

Our curriculum incorporates seasonal changes and key festivals to enhance learning. By aligning themes with the changing seasons and cultural celebrations, children develop a deeper understanding of time, nature, and diverse traditions, fostering curiosity and connection to the world around them.

Teaching and Learning:

Teaching is built on high-quality interactions between adults and children. Practitioners:

- Skillfully model language effectively
- Extend thinking through skilled narration and questioning
- Respond in the moment to deepen learning
- Use the SHREC approach or watch, wait, listen, respond, and extend to ensure children's communication is valued and developed, allowing learning moments to be extended rather than interrupted.

Continuous provision is purposeful and curriculum-linked, enabling children to practise, apply, and deepen learning through meaningful play. Adult-led and child-initiated learning are effectively balanced to ensure provision is both structured and highly responsive to children's communication, language development, and thinking.

Curiosity and Learning Behaviours:

We place a strong emphasis on sparking curiosity and fostering a love of learning. Through engaging experiences and purposeful interactions, children are encouraged to explore, question, and make sense of the world around them. This actively promotes the Characteristics of Effective Learning, supporting children to play and explore, think critically, and remain motivated and engaged.

This supports the Characteristics of Effective Learning:

- Playing and exploring
- Active learning
- Creating and thinking critically



Assessment:

Ongoing assessment is integral to practice. Practitioners:

- Observe and respond to learning in the moment
- Identify next steps for all children
- Adapt teaching to meet needs
- Ensure gaps are addressed early

This ensures all children, including those with additional needs, make strong progress.

Outcomes:

Our curriculum is underpinned by a secure understanding of child development and informed by research into how young children learn best. Knowledge is revisited and embedded over time so children remember more and build connections.

Through a carefully planned knowledge-rich and skills-based curriculum, children are supported to thrive and strong foundations are built for the National Curriculum.

As a result, all children make strong progress from their starting points and are well prepared to meet the Early Learning Goals (ELGs) by the end of the EYFS.



EYFS Knowledge Drivers

CYCLE 1	<i>Identity and community</i>	<i>Love for reading</i>	<i>Place and space- The World around us - the wider World</i>	<i>British nature</i>	<i>Learning about the past</i>	<i>Under the sea (contrasting location) - significant treasures- objects, places, people.</i>
Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Key Knowledge Driver	<i>Marvellous me</i> Personal, social and emotional development, identity, families, communities, and people who help us.	<i>Once upon a time</i> Storytelling, language, narrative structure, imagination, British authors.	Around the World Geography: local → global, continents, space, environments, The World & Animals from around the World & Landmarks.	In the garden British plants and trees, mini-beasts, seasonal change, British wildlife, habitats, and developing care for nature.	<i>Toys from the past</i> In the past, exploring the concept of past vs present. Using artefacts, books, and photos to understand the past.	Shipwreck! Oceans, Wildlife, exploration, pirates, significance of objects, "treasured" things, treasure finding.
SPARKLETOTS RECEPTION CYCLE 1	Marvellous me * All about me (pets, family, etc.) * My home * In the past * People who help * Community Major theme: PSED, PD, CL, UTW. <i>How are we the same? How are we different? Who is in our family? Where do I live? How can we stay fit, safe and healthy? Who are the people who help us in our lives? What makes a community? How do we get along?</i> Sparkletots MTP Reception MTP	Once upon a time/author focus: TT and Nick Butterworth World Nursery Rhyme Week Major theme: L UTW CL EAD <i>What is a story? What are the features of a story? Can you retell a story? What is your favourite story? What is an author? Do you know any authors? What is the difference between fiction and non-fiction? What are the memorable parts of a story?</i> Sparkletots MTP Reception MTP	Around the World Major theme: UTW EAD PSED <i>What is a journey? How can we take a journey? Where can we go on a journey? What is special about a country - environment, people, animals, buildings, etc. How do countries and cultures differ around the World?</i> Sparkletots MTP Reception MTP	In the garden Major theme: UTW <i>What lives in the garden? What creatures will visit a garden? What plants and trees can you find in a garden? Growing food</i> Sparkletots MTP Reception MTP	Toys from the past Major theme: UTW <i>What did children play with a long time ago? How are the toys from the past different from the toys we play with now? How can we tell if a toy is old or new?</i> Sparkletots MTP Reception MTP	Shipwreck! Major Theme: UTW EAD <i>What creatures live in the ocean? What might we find on a shipwreck? How do ships sink and what happens when they do? Why do people search for treasure?</i> Sparkletots MTP Reception MTP

CYCLE 2	<i>Identity and community</i>	<i>Love for reading</i>	<i>Place and space- The World around us - the wider World</i>	<i>British nature</i>	<i>Learning about the past</i>	<i>Under the sea (contrasting location) - significant treasures- objects, places, people.</i>
Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Key Knowledge Driver	<i>Marvellous me</i> Personal, social and emotional development, identity, families, communities, people who help us.	<i>Once upon a time</i> Storytelling, language, narrative structure, imagination, British authors.	Our Planet Geography: local → global, continents, space, environments, The World & Animals from around the World & Landmarks.	In the forest British plants and trees, mini-beasts, seasonal change, British wildlife, habitats, and developing care for nature.	<i>Dinosaur Dig</i> In the past, exploring the concept of past vs present. Using artefacts, books, photos to understand the past.	Treasure Box Oceans, Wildlife, exploration, pirates, significance of objects, “treasured” things, treasure finding.
SPARKLETOTS RECEPTION CYCLE 2	Marvellous me * All about me (pets, family, etc.) * My home * In the past * People who help * Community Major theme: PSED, PD, CL, UTW. <i>How are we the same?</i> <i>How are we different?</i> <i>Who is in our family?</i> <i>Where do I live? How can we stay fit, safe and healthy? Who are the people who help us in our lives? What makes a community? How do we get along?</i> Sparkletots MTP Reception MTP	Once upon a time/ author focus - TT and Julia Donaldson. World Nursery Rhyme Week Major Theme: LIT CL EAD <i>What is a story?</i> <i>What are the features of a story?</i> <i>Can you retell a story?</i> <i>What is your favourite story?</i> <i>What is an author? Do you know any authors?</i> <i>What is the difference between fiction and non-fiction?</i> <i>What are the memorable parts of a story?</i> Sparkletots MTP Reception MTP	Our planet Major theme: UTW CL PSED <i>What makes planet Earth special?</i> <i>How is the World made up?</i> <i>What different environments are in our World?</i> <i>What are the famous landmarks called?</i> <i>What is life like around the World?</i> <i>What lives there?</i> <i>How do we care for our World?</i> <i>What is beyond our World?</i> Sparkletots MTP Reception MTP	In the forest Major theme: UTW PSED CL <i>What lives in the forest?</i> <i>What creatures will visit a forest?</i> <i>What plants and trees can you find in a forest?</i> Sparkletots MTP Reception MTP	Dinosaur Dig Major theme: UTW EAD <i>What is a dinosaur?</i> <i>What is a palaeontologist?</i> <i>How do they help?</i> <i>What creatures lived long ago?</i> Sparkletots MTP Reception MTP	Treasure Box Major theme: UTW EAD PSED <i>What kinds of animals live under the sea?</i> <i>Who were pirates and what were they looking for?</i> <i>How can we find treasure?</i> <i>What might treasure look like? (Things we treasure)</i> Sparkletots MTP Reception MTP

Making



Connections

***How knowledge begins in Sparkletots (3-4 year olds).
progresses and grows in the Reception Curriculum building
strong foundations for Year 1 (National Curriculum).***

Autumn Term 1: "Marvellous Me"

The "Marvellous Me" topic in the Autumn Term builds a strong foundation for children's personal, social, and emotional development. It sets the stage for deeper exploration in Year 1, with a focus on health, well-being, relationships, and understanding the wider community. Children's ability to manage emotions, relate to others, and care for their health is strengthened, ensuring they are ready to build on these essential skills as they progress through the National Curriculum.

3-4 Year-Olds:

- **Personal, Social, and Emotional Development:** Children focus on understanding themselves and others. Themes like "How are we the same and different?" help children recognise similarities and differences in their families, cultures, and experiences.
- **Health and Well-being:** Basic concepts of staying healthy, safe, and taking care of themselves (e.g., washing hands, eating healthy foods) are introduced.

Reception:

- **PSED and Relationships:** This theme builds on earlier learning by helping children understand empathy and develop social skills like cooperation and resolving conflicts. The focus on family structures and relationships evolves into deeper discussions about friendship and community.
- **Health & Well-being:** The focus on staying fit, safe, and healthy is expanded. Reception children may begin to explore topics like exercise, healthy eating, and how our bodies work, leading into Year 1 science (e.g., healthy eating and exercise).

Year 1:

- **Personal, Social, and Emotional Development:** Exploration of differences and similarities in EYFS supports Year 1 work on empathy and understanding diversity. Children continue developing positive relationships and teamwork skills.
- **Health and Well-being:** The focus on staying fit, safe, and healthy in EYFS transitions into more detailed learning in Year 1 science, where children study healthy eating, exercise, and the human body.
- **Families and Communities:** Understanding family structures and communities in EYFS connects to Year 1 geography and history, where children explore different cultures, local history, and the role of communities.
- **People Who Help Us:** In Year 1, children build on their knowledge of helpers, learning about the roles of professionals and historical figures who contribute to society.
- **Emotions and Relationships:** The skills developed in EYFS to manage emotions and conflict help children in Year 1 strengthen their ability to work together, resolve conflicts, and regulate emotions in more complex situations.

Autumn Term 2: "Once Upon a Time"

The focus on storytelling and narrative structure in EYFS lays a strong foundation for literacy skills that are further developed in Reception and Year 1. As children explore the beginnings of history through storytelling, they are introduced to key concepts of historical change and time. This gradual progression ensures that children build storytelling and writing skills in EYFS, which then support more advanced historical enquiry and narrative writing in Year 1.

3-4 Year-Olds:

- **Literacy:** Introduction to storytelling, rhymes, and simple narrative structures. Children begin to explore different types of stories through role-play and discussions.
- **Communication and Language:** The theme encourages listening to and understanding stories, building vocabulary, and practising retelling simple stories.

Reception:

- **Literacy:** Reception builds on these skills by focusing on story structure, such as beginning, middle, and end. They are encouraged to retell stories and talk about characters and settings in more detail.
- **History Understanding:** Children's early exploration of stories will support understanding historical change in Year 1, especially through traditional tales and understanding the passage of time (e.g., "Once upon a time" as a concept of history).

Year 1:

- **Storytelling and Sequencing:** The skills of storytelling and sequence building in EYFS support narrative writing in Year 1. The transition from role-play to written stories is smooth, and the basic understanding of history and change over time helps children engage in more complex historical enquiry.

Spring Term 1: "Around the World/ Our Planet"

In EYFS, children are introduced to basic geographical and scientific concepts through hands-on exploration of their local environment, animals, weather, and early ideas about space. This is achieved through activities such as role play, sensory play, and storytelling, sparking curiosity and developing foundational vocabulary.

By Reception, children build on their geographical understanding by identifying countries, continents, and animals' habitats, along with a more focused exploration of space. They move from simple observations of the environment to a deeper understanding of how our planet fits within the wider solar system.

When children transition into Year 1, the knowledge developed in EYFS supports more advanced learning in both geography and science. In geography, they study maps, continents, and oceans more deeply, while in science, they extend their learning about space, seasonal change, and astronomy, building on the foundation laid in EYFS.

3-4 Year-Olds:

- **Understanding the World:** Children learn about their local environment, the weather, and animals. The theme introduces basic geographical concepts like "where we live" and "animals from around the world."
- **Communication and Language:** Children build vocabulary related to animals, environments, and places. They begin to understand the concept of different places and cultures through books and discussion.
- In Pre-School, children are introduced to space through sensory play, stories, and talk, allowing them to build curiosity and early vocabulary.

Reception:

- **Geography & Mapping Skills:** Reception builds on early understanding of the world by introducing maps, countries, and continents. Children move from identifying simple landmarks to understanding geographical features.
- **Animals and Habitats:** Reception deepens understanding of different animals, their habitats, and the concept of animals around the world, setting the foundation for more detailed studies in Year 1.
- **Space:** In Reception, this learning is carefully extended through more focused discussion, non-fiction texts, and adult-guided activities that develop early scientific understanding.

Year 1:

- **Mapping and Geography:** The geographical exploration in EYFS supports locational knowledge in Year 1. Children move from identifying simple landmarks to studying countries, continents, and oceans, expanding their global awareness.
- **Space:** Through the space topic, reception will observe and talk about **day and night**, identify and describe the **sun, moon and stars and be introduced to planets**, begin to understand that Earth is part of a wider world, explore similarities and differences between **Earth and space** and ask questions about how things work. This early learning will prepare children for the scientific and geographical knowledge they will encounter in Key Stage 1 and beyond - year 1 seasonal change, reasons for day and night, the solar system and orbiting in Key Stage 2 and the study of significant explorers.

Spring Term 2: "In the Garden/ In the Forest"

In EYFS, children begin with basic science concepts, exploring plants, trees, and wildlife through observation and hands-on activities, sparking curiosity about living things.

By Reception, this learning deepens, with a focus on the needs of living things, life cycles, and classification, building on early observations and preparing children for more detailed scientific inquiry.

In Year 1, the skills developed in EYFS and Reception, such as classification, observation, and understanding life cycles, are applied to more complex topics like habitats, food chains, and the growth of plants and animals, extending their scientific knowledge further.

3-4 Year-Olds:

- **Understanding the World:** Children explore plants, trees, and local wildlife. Simple observations are made of the environment, and children are introduced to the basic concepts of living things.
- **Science & Nature:** The theme connects children with the natural world around them, sparking curiosity about the environment and the creatures that live in it.

Reception:

- **Science:** Reception builds on earlier observations of living things by learning more about the characteristics and needs of plants and animals. They begin to classify animals and plants and explore life cycles.
- **Observational Skills:** The observational and descriptive skills honed in EYFS are expanded into Year 1 science, where children further investigate living things and their habitats.

Year 1:

- **Scientific Skills:** The classification, observation, and description skills developed in EYFS support deeper learning in Year 1 about living things and habitats. Children also refine their understanding of life cycles and the growth of plants and animals.

Summer Term 1: "Living Things - Dinosaurs" / "Toys in the Past"

Dinosaurs:

In EYFS, children begin exploring dinosaurs through basic concepts like habitats, diet, movement, and extinction. They develop an early understanding of life cycles and time, using comparisons to living animals (e.g., lizards or birds) and expanding their vocabulary. This helps children build a foundation for storytelling and imaginative language use.

By Reception, children deepen their understanding of dinosaurs and extinct species, learning about Earth's history, the timeline of dinosaurs, and how extinction occurred. They refine observational and classification skills, exploring fossils and artefacts, which connect to future scientific concepts like evolution.

In Year 1, the study of dinosaurs provides a foundation for Key Stage 1 science topics such as classification, habitats, and evolution. It also supports the development of historical inquiry by introducing the prehistoric era, alongside geographical learning about habitats and landforms. The rich vocabulary and storytelling skills developed in EYFS and Reception support children's language development, linking directly to English learning in Key Stage 1.

3-4 Year-Olds:

- **Understanding the World:** Children explore **dinosaurs** as **living things** from the past, learning about their **habitats, diet**, how they moved and the concept of **extinction**.
- They develop an early understanding of **life cycles** by discussing how dinosaurs lived and died millions of years ago, and how animals today (such as reptiles) share similar characteristics.
- Through simple comparisons, children begin to understand the **differences between extinct dinosaurs** and **living animals** (e.g., comparing a dinosaur to a present-day lizard or bird).
- **Communication and Language:** Children expand their vocabulary by learning words related to **dinosaurs, extinct animals**, and **time**. They explore concepts such as **"before"**, **"now"**, and **"long ago"**, linking their understanding of time with stories of dinosaurs.
- Storytelling opportunities allow children to create their own stories about **dinosaurs**, discussing what they looked like, what they ate, and how they lived. This encourages rich language development, fostering imagination and descriptive language.

Reception:

- **Understanding the World:** Reception children expand their understanding of **dinosaurs** and **extinct species**, diving deeper into **prehistoric** life and the **evolution of animals**.
- Children learn about the **history of Earth**, including the **timeline of dinosaurs**, and how the planet has changed over millions of years. They begin to understand the concept of **extinction** in greater depth and make connections between the past and the present.
- **Observational Skills & Classification:** Reception children develop **classification skills** by identifying and categorising **dinosaurs**, comparing their **sizes, shapes, and habitats**.
- They explore **fossils** and **artefacts**, using them as tools to understand how we learn about the past. Fossil exploration encourages critical thinking and scientific observation, linking their learning to future science topics in Year 1.

Year 1:

- **Science:** The study of dinosaurs introduces concepts such as extinction, life cycles, classification, and fossils, laying the foundation for Key Stage 1 science topics like animals, habitats, and evolution.
- **Geography:** Learning about the habitats of dinosaurs and comparing them to modern animals can build a foundation for understanding geographical features in Year 1, like landforms and oceans.
- **History:** The study of dinosaurs prepares children for studying historical events and figures in Key Stage 1, particularly the prehistoric era and how we learn about the past through evidence like fossils.
- **English:** The rich vocabulary and storytelling about **dinosaurs** help support **language development**, linking to **reading, writing, and speaking** in **Key Stage 1**.

Toys in the Past:

In EYFS, children explore old toys, comparing them with modern ones, and develop an early understanding of how toys have changed over time. Through play, role-playing, and storytelling, they build vocabulary and start thinking about history, time, and culture.

By Reception, children deepen their understanding of historical change, exploring how toys reflect society and culture. They begin to classify toys based on material and age, and learn about the concept of artefacts. This builds foundational skills for understanding time and history.

In Year 1, the exploration of toys supports learning about historical change and artefacts. Children apply their knowledge of materials and design to Science and Design & Technology, and the storytelling skills developed in EYFS help them create narratives in English.

3-4 Year-Olds:

- **Understanding the World:** Children explore the concept of **old toys** from the past, comparing them with modern toys. They discuss how **toys have changed over time**, looking at materials, designs, and how children in the past played differently.
- They engage in discussions about what kinds of **toys** were popular in the past, focusing on items that may have been passed down through generations. This exploration sparks an interest in the **history of everyday objects**.
- **Communication and Language-** Children use vocabulary related to **old toys**, such as **wooden dolls, tin cars, or metal trucks**, to describe what they are and how they were used.
- Through **role play** and **storytelling**, children explore how children in the past might have played with these toys, encouraging **imaginative thinking** and **rich conversation**.

Reception:

- **Understanding the World:** Reception children explore **old toys** and compare them to modern toys, investigating how toys have changed over time in terms of **materials, design, and functionality**.
- They extend their understanding of **the past** by studying how children used toys differently in the past, and how toys reflect the **culture** and **society** of the time. This introduces them to the concept of **historical change**.
- **Historical Understanding-** Children explore the **history of toys**, including significant shifts in design, materials, and technology. They learn that toys can be **artefacts** that help us understand the past.
- Reception children develop an understanding of **time** by looking at toys that **were treasured** by children long ago and how toys were passed down or discarded. They compare **old toys** with **modern versions** to understand how play has evolved.
- **Observational Skills & Classification:** Reception children continue to develop **classification skills**, sorting toys by material, shape, or age.

- They explore **historical artefacts** and engage in activities such as identifying **old toys** or even creating their own **modern versions** of old toys. This encourages creative thinking and an appreciation for the past.

Year 1:

- **History:** The exploration of old toys and how they've changed over time connects directly to Year 1's study of historical change and artefacts. Children develop an understanding of the past by exploring how toys reflect the culture and society of the time, which continues as they study more formal history in Year 1.
- **Science:** In both EYFS and Year 1, children explore the materials used in toys and how these materials have changed over time. This feeds into the Science curriculum, where children will study the properties of different materials and learn how materials are suited to different purposes.
- **Design & Technology:** EYFS learning about the design and materials of old toys is foundational for the design and making process in Year 1 Design & Technology, where children use this knowledge to design and create their own toys.
- **English:** Through storytelling and role play in EYFS, children develop the skills necessary for Year 1 writing, particularly in creating narratives, describing objects, and using appropriate historical and scientific vocabulary.

Summer Term 2: "Shipwrecks and Treasure Box"

Shipwrecks

In EYFS, children explore ocean wildlife and the concept of shipwrecks, learning about lost treasures and history through creative play and storytelling.

In Reception, children expand their knowledge by investigating coastlines, oceans, and why ships sink, as well as introducing archaeology and the concept of historical exploration and discovery. An introduction to forces -floating and sinking.

In Year 1, the learning deepens with more advanced geographical and scientific concepts, such as ecosystems and buoyancy, alongside studying famous explorers and shipwreck artefacts to understand history. Personal development and empathy continue to be nurtured through themes of treasure, loss, and discovery.

3-4 Year-Olds:

- **Understanding the World:** Children learn about **ocean wildlife** (fish, whales, sharks, and coral) and the importance of the ocean environment.
- They explore **shipwrecks** by discussing the concept of things lost under the sea and how ships can sink. Through storytelling and creative play, they engage in discussions about the **mystery** of sunken ships and the treasures that might have been left behind.
- Children begin to understand that **objects can be old**, and some may have been **lost** in the past, sparking curiosity about history and how we learn about the past.

Reception:

- **Geography**–Reception children build on their understanding of **shipwrecks** by introducing **coastlines, oceans**, and the **geography** of areas where shipwrecks might occur.
- They explore the history behind **why ships sink** (e.g., storms, navigational errors) and discuss how these events impact people.
- **History**– Introduce the concept of **archaeology** and how underwater exploration can help us learn about the **past** through shipwrecks and lost treasures.
- **Historical Understanding:** Reception children continue to explore the idea of the **past** by investigating famous **shipwrecks** and their historical significance. This also lays the foundation for studying exploration and **historical figures** in Year 1 (e.g., explorers, archaeologists).

- **Personal Development & Empathy:** By learning about **treasures** and what might have been lost in shipwrecks, children develop an understanding of **value, loss, and discovery**, helping to foster **empathy** and a deeper understanding of historical narratives.

Year 1:

- **Geography:** In EYFS, the exploration of **oceans** and **shipwrecks** introduces basic geographical concepts of **coastlines, water environments, and the physical world**. In Year 1, children expand on these concepts by studying **geographical features** like **coastlines** and **oceans**, connecting to the study of **shipwrecks**.
- **History:** In EYFS, children learn about **shipwrecks, exploration, and historical change**, which directly feeds into Year 1's study of **historical events** and **famous explorers**. Children in Year 1 also begin to study **artefacts**, including **treasures** found in **shipwrecks**, to understand the past.
- **Science:** Children's understanding of **ocean life** in EYFS progresses to more complex learning about **ecosystems, habitats, and living things** in **Year 1**. The scientific concept of **buoyancy** and **materials** in shipwrecks is also linked to material properties studied in **Year 1 Science**.
- **PSHE:** The focus on **treasure, discovery, and loss** in EYFS fosters **empathy**, which continues in Year 1 as children reflect on **historical narratives, values, and their own identities**.

Treasure Box

In EYFS, children learn about underwater wildlife and the concept of treasure, exploring what makes something valuable through activities like treasure hunts. They begin to understand ownership, history, and personal significance.

In Reception, this learning deepens with a focus on geographical features (like islands and oceans) and historical figures (pirates and explorers). Children explore the concept of treasured objects and family heirlooms, laying the foundation for understanding heritage and personal values.

In Year 1, the focus expands to more complex geographical and historical studies, including significant explorers and ocean environments. Science deepens their understanding of marine life and habitats, while personal development continues with a focus on empathy and values.

3-4 Year-Olds:

- **Understanding the World:** Children learn about **underwater wildlife**, focusing on the creatures that live in the sea and the treasure that might be hidden under the ocean.
- Through exploration of **treasure boxes**, children begin to learn about what makes something **precious** and why certain items might be considered **treasured** by different people.
- They discuss concepts of **ownership, history, and memories** through engaging in activities like making **treasure chests** and **treasure hunts**.

Reception:

- **Geography & History:** Reception children extend their understanding of the **seaside** by looking at the historical significance of **treasure** and **treasure hunts**. They explore **geographical features** like **islands, oceans, and treasure maps**.
- They discuss **the role of exploration** in finding treasure and how historical figures, such as pirates and explorers, sought out hidden treasures.
- **Historical Understanding:** Reception children investigate **what makes something treasured** and how certain **objects, people, and places** are valued through history. They discuss **memories, family heirlooms, and historical artefacts**.
- This topic leads to exploring the idea of **heritage** and how we keep and care for things that are meaningful in our lives.
- **Personal Development & Empathy:** The focus on **treasure** and the **things we value** promotes **self-reflection, identity, and an understanding of empathy** as children consider why people treasure different objects. This supports the development of **personal values** and understanding the importance of things in our lives.

Year 1:

- **Geography:** The study of **underwater wildlife** and **treasure** in EYFS leads to **Year 1** geographical studies of **oceans, islands, coastlines**, and the concept of **maps** (including **treasure maps**), all essential components of the **National Curriculum**.
- **History:** In **EYFS**, children are introduced to **historical concepts** such as **treasure hunts** and **pirates**. These ideas are developed further in **Year 1**, where children learn about significant **explorers, historical events**, and how we use **artefacts** to study the **past**.
- **PSHE** The exploration of **what is treasured** in EYFS supports the **empathy** and **identity** development in **Year 1**. This supports children's understanding of **personal values, self-worth**, and respect for others' values.
- **Science:** In **EYFS**, children's understanding of **marine life** and **underwater ecosystems** serves as a foundation for **Year 1** studies of **living things** and their **habitats**, linking their learning about the **ocean environment** with broader scientific concepts.

