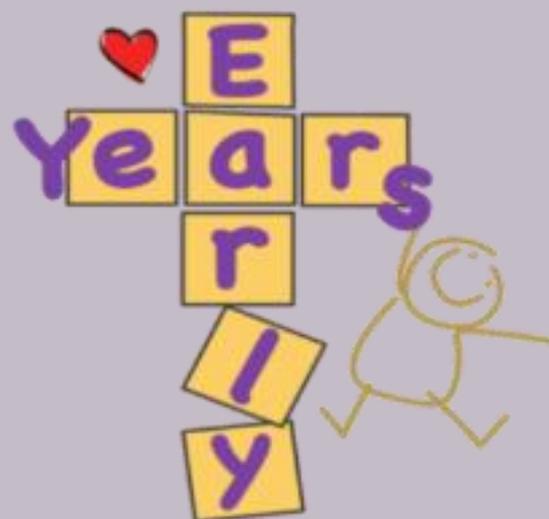


EYFS Curriculum Skills Map



Nebula
where stars are born

The Nebula Federation
Hainford Primary School

Art and Design

EYFS Curriculum

Expressive Art and Design

Exploring and using media and materials

40-60 months

- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

ELG

They use and explore a variety of materials, experimenting with colour, design, texture, shape and form

Being imaginative

40-60 months

- Create simple representations of events, people and objects.
- Chooses particular colours to use for a purpose.
- Plays alongside other children who are engaged in the same theme.

ELG

They represent their own ideas, thoughts and feelings through art and design

Vocabulary

General		Drawing		Painting		Printing		Textiles		3D		Collage	
Art and design	Card, Equipment, Glue, Masking tape, Newspaper, Paper, Safely, Scissors, Sellotape, Stencil, Tools	Events Feelings Ideas Objects People Shapes	Control, Crayon, Drawing, Felt Tip, Line, Pen, Pencil, Wax crayon	Events Feelings Ideas Objects People Shape Texture Thoughts	Colour mixing, Consistency, Darkening, Easel, Lightening, Paint, Paintbrush, Painting, Palette, Sponge,	Design Media Shape Textures	Cardboard, Impress, Pattern, Print, Printing, Printmaker, Repeated pattern, Rubbing, Sponge, String, Surfaces,	texture	Fabric. Material Print. Printing. Textiles. Tie & dye	Assemble, Construct, Design Form Manipulate, Objects People Representations	3D, 3D art, Attach, Cardboard, Clay, Dough, Junk model, Join, Mould, Modelling Quill, Sculpt,	Events Feelings Ideas Media Objects People Representations Shape Texture	Collage Cut Join Overlap Scrunch Tear Newspaper

Inquiry

Art and Design is covered throughout the year through weekly themes taken from the interests of the children. Once themes have been identified, enhanced provision is planned to ensure children have opportunities to explore and develop Art and Design skills independently throughout that week. In addition to planning around the children's interests, Art and Design termly projects are planned for to ensure all children have access to explore a wider breadth of curriculum; these can be found on the Class 1 Curriculum Overview.

Skills Map – Art

Early Years – Art

Drawing	Painting	Printing
<ul style="list-style-type: none"> • Can they use and explore a variety of materials, experimenting with colour, design ... shape ...? • Can they explore and differentiate between colours ...? • Can they represent their own ideas, thoughts and feelings through art and design ? • Can they create simple representations of events, people and objects? • Can they use what they have learned about media and materials in purposeful and original ways? 	<ul style="list-style-type: none"> • Can they use and explore a variety of materials, experimenting with colour, design ... shape ...? • Can they explore and differentiate between colours ...? • Can they represent their own ideas, thoughts and feelings through art and design ? • Can they create simple representations of events, people and objects? • Can they use what they have learned about media and materials in purposeful and original ways? 	<ul style="list-style-type: none"> • Can they use and explore a variety of materials, experimenting with colour, design ... shape ...? • Can they explore and differentiate between colours ...? • Can they represent their own ideas, thoughts and feelings through art and design ? • Can they create simple representations of events, people and objects? • Can they use what they have learned about media and materials in purposeful and original ways?
<ul style="list-style-type: none"> • Can they explore simple mark making with a variety of materials (pencil, wax crayon, felt tip, biro etc) using a variety of textured, sized, coloured and shaped papers? • Can they draw from observation, imagination & experience? • Can they look at how a variety of artists have drawn? • Can they what they have learned about 	<ul style="list-style-type: none"> • Can they use and care for equipment correctly? • Can they use media, mixing, changing colours etc? • Can they use a brush effectively in different ways? • Can they develop mark making with a variety of things – fingers/sponges/twigs etc? • Can they explore lightening and darkening 	<ul style="list-style-type: none"> • Can they create rubbings, using wax crayons developing a repertoire of surfaces? • Can they create finger, hand, footprints developed into single, repeat and pictures? • Can they create simple vegetable prints? • Can they create printed pictures using objects such as leaves, lids, corks, sponges

<p>media and materials in purposeful and original ways?</p> <ul style="list-style-type: none"> • Can they begin to show some control and refinement in drawing? 	<p>colours?</p> <ul style="list-style-type: none"> • Can they work in a variety of ways – table/easel/floor etc? • Can they work from observation, imagination & experience? • Can they look at the way different artists have painted? • Can they begin to show some control and refinement in and painting? 	<p>and screwed up paper?</p> <ul style="list-style-type: none"> • Can they impress objects into clay and print with it? • Can they look at work of printmakers and discuss?
Textiles	3D	Collage
<ul style="list-style-type: none"> • Can they use and explore a variety of materials, experimenting with colour, design, texture, shape ...? • Can they explore and differentiate between colours, begin to describe the texture of things ...? • Can they represent their own ideas, thoughts and feelings through art and design? • Can they what they have learned about media and materials in purposeful and original ways? 	<ul style="list-style-type: none"> • Can they use and explore a variety of materials, experimenting with colour, design, texture, shape ...? • Can they explore and differentiate between colours, begin to describe the texture of things ...? • Can they represent their own ideas, thoughts and feelings through art and design? • Can they what they have learned about media and materials in purposeful and original ways? 	<ul style="list-style-type: none"> • Can they use and explore a variety of materials, experimenting with colour, design, texture, shape ...? • Can they explore and differentiate between colours, begin to describe the texture of things ...? • Can they represent their own ideas, thoughts and feelings through art and design? • Can they what they have learned about media and materials in purposeful and original ways?
<ul style="list-style-type: none"> • Can they use and care for the equipment used? • Can they explore mark making on fabric using water based felt-tips, fabric crayons etc? • Can they explore simple printing onto fabric using vegetables, found objects, string etc? • Can they explore simple tie and dye with single colours, string, elastic or thread and marbles? • Can they look at and discuss examples of others textile art? 	<ul style="list-style-type: none"> • Can they be safe in using materials and tools? • Can they develop and explore simple shape forming and modelling both from observation and imagination? • Can they develop simple joining techniques? • Can they mark make into surfaces: playdough, plasticine, clay etc? • can they begin to sculpt with a variety of materials, junk modelling, soap etc? • Can they explore real-life examples of 3D art or sculpture? 	<ul style="list-style-type: none"> • Can they cut and tear paper and card for their collages? • Can they scrunch paper to build an image.?
Evaluating		
<ul style="list-style-type: none"> • Can they talk about what they have done? • Can they describe what they can see and like in the work of another artist? • Can they say what they like about their artwork or what they did well? 		
Early Years - Greater Depth		
<ul style="list-style-type: none"> • Can they develop their own ideas through selecting and using materials and working on processes that interest them? • Through their explorations, can they find out and make decisions about how media and materials can be combined and changed? • Can they talk about the ideas and processes which have led them to make their designs or images? • Can they talk about the features of their own and others' work, recognising the differences between them and the strengths of others? 		

Computing

EYFS Curriculum

Understanding the World

Technology

40-60 months

- Completes a simple program on a computer.
- Interacts with age-appropriate software.

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.

Vocabulary

- | | |
|----------------|--------------|
| • Computer | • Program |
| • Software | • Technology |
| • Mouse | • On/off |
| • Ipad | • Icon |
| • Touch screen | |

Inquiry

Computing is covered throughout the year through weekly themes taken from the interests of the children. Once themes have been identified, enhanced provision is planned to ensure children have opportunities to explore and develop their Computing skills independently throughout that week. In addition to planning around the children's interests, Computing termly projects are planned for to ensure all children have access to explore a wider breadth of curriculum; these can be found on the Class 1 Curriculum Overview.

Skills Map – Computing

Early Years – Computing

Network and Internet	Using ICT	Making Things Happen
E Safety <ul style="list-style-type: none"> • Can they act if they find something they are unsure of (including identifying people who can help)? • Only use the internet when with an adult. 	<ul style="list-style-type: none"> • Can they make marks using technology? 	<ul style="list-style-type: none"> • Can they explore and interact with their environment using a range of equipment? (e.g. using a camera to take photos, using an iPad to record videos) • Can they recognize simple icons, buttons or shortcuts? • Can they turn equipment on/off?
Problem Solving and Logical Thinking	Creative Content	Digital Literacy
<ul style="list-style-type: none"> • Can they explore the functions of a simple programming tool? (e.g. beebot) • Can they begin to plan and test instructions? 	<ul style="list-style-type: none"> • Can they use available applications and software to create original content? 	<ul style="list-style-type: none"> • Can they collect information using ICT? (e.g. take photographs, voice recordings, text)
Early Years - Greater Depth		
<ul style="list-style-type: none"> • Can they follow and evaluate a set of instructions (simple algorithm)? 	<ul style="list-style-type: none"> • Can they save or capture and retrieve their original content? 	<ul style="list-style-type: none"> • Can they use appropriate icons, buttons or shortcuts to complete an action?

Design and Technology

EYFS Curriculum

Expressive Arts and Design

Media and Materials

40-60 months

- Understands that media can be combined to create new effects.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

ELG

Children safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function.

Being Imaginative

40-60 months

- Create simple representations of objects.

ELG

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.

Vocabulary

- | | |
|-------------|-----------|
| • Design | • Combine |
| • Make | • Join |
| • Construct | • Shape |
| • Build | • Tools |

Inquiry

Design and Technology is covered throughout the year through weekly themes taken from the interests of the children. Once themes have been identified, enhanced provision is planned to ensure children have opportunities to explore and develop Design and Technology skills independently throughout that week. In addition to planning around the children's interests, Design and Technology termly projects are planned for to ensure all children have access to explore a wider breadth of curriculum; these can be found on the Class 1 Curriculum Overview.

Skills Map – Design and Technology

Early Years – Design and Technology

Developing, Planning and Communicating Ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products
<ul style="list-style-type: none"> • Can they use appropriate senses to explore and describe objects? • Can they think of some ideas of their own? • Can they plan how best to approach a task? <p>DESIGN AND DEVELOP</p> <ul style="list-style-type: none"> • Can they talk about what they want to make? 	<ul style="list-style-type: none"> • Can they explain what they are making? • Can they select appropriate resources and tools? • Can they explain which tools are they using and why? • Can they use tools safely? • Can they use tools to manipulate materials? <p>MAKING</p> <ul style="list-style-type: none"> • Can they use a variety of tools and materials to make models. 	<ul style="list-style-type: none"> • Can they begin to describe how their product works? • Can they change their strategy as needed? <p>PRODUCT AND EVALUATION</p> <ul style="list-style-type: none"> • Can they be excited about what they have made ?

Geography

EYFS Curriculum

Understanding the World

The World

30-50 months

- Comments and asks questions about aspects of their familiar world, such as the place where they live or the natural world.

40-60 months

- Looks closely at similarities, differences, patterns and change.

ELG

Children know about similarities and differences in relation to places. They talk about their own immediate environment and how environments may vary from one another.

Vocabulary

Environment	Different	Home
Place	World	House
Map	Village	School
Weather	Town	Garden
Compare	City	Field
Similar		

Inquiry

Geography is covered throughout the year through weekly themes taken from the interests of the children. Once themes have been identified, enhanced provision is planned to ensure children have opportunities to explore and develop Geography skills independently throughout that week. In addition to planning around the children's interests, Geography termly projects are planned for to ensure all children have access to explore a wider breadth of curriculum; these can be found on the Class 1 Curriculum Overview.

Skills Map – Geography

Early Years – Geography

LOCATIONAL KNOWLEDGE:

- Can they talk about different types of transport and journeys?
- Can they name the school and area that they live in?

PLACE KNOWLEDGE:

- Can they talk about similarities and differences about the places they have visited?
- Can they describe the features of their immediate environment and how environments are different?
- Can they suggest ideas for improving the classroom, outdoor area?

HUMAN AND PHYSICAL GEOGRAPHY

- Can they describe seasonal and daily weather patterns?
- Can they describe the similarities and differences between two places?

GEOGRAPHICAL SKILLS AND FIELD WORK

- Can they make simple maps?
- Can they identify a globe and a map?
- Can they identify a map of the United Kingdom?
- Can they use positional language related to their position and distance?

Greater Depth

- Can they explain the impact that their activity has on the local environment?
- Can they describe some actions which they can do to help maintain the area they live in?

History

EYFS Curriculum

Understanding the World

People and Communities

30-50 months

- Shows interest in the lives of people who are close to them.
- Remembers and talks about significant events in their own experiences.
- Recognises and describes special times or events for family or friends.

40-60 months

- Enjoys joining in with family customs and routines.

ELG

Children talk about past and present events in their own lives and the lives of family members.

Vocabulary

- | | |
|------------|------------|
| • Past | • Stories |
| • Lives | • Sequence |
| • Long ago | • Time |
| • Events | • Before |

Inquiry

History is covered throughout the year through weekly themes taken from the interests of the children. Once themes have been identified, enhanced provision is planned to ensure children have opportunities to explore and develop History skills independently throughout that week. In addition to planning around the children's interests, History termly projects are planned for to ensure all children have access to explore a wider breadth of curriculum; these can be found on the Class 1 Curriculum Overview.

Skills Map – History

Early Years – History

CHRONOLOGY

- sequence a few familiar events
- use words to describe time passing – *younger, older, then, now, birthdays*
- identify changes that have happened in their life

HISTORICAL KNOWLEDGE

- know past and present events in their own lives and in the lives of their family (e.g. births, homes, pets, marriages, deaths...)
- understand what their life was like in the past – *e.g. when I was a baby... when I went to nursery...*
- listen to other people talk about their lives and identify a similarity or difference to their own life

HISTORICAL ENQUIRY

- answer someone else's questions about artefacts
- say what they can see in an old photograph
- talk about an old and a new personal belonging
- listen to stories from the past

Greater Depth

- Can they ask someone **questions** about their family? Can they make **predictions** about their future?

Music

EYFS Curriculum

Expressive Arts and Design

Exploring and using media and materials

40-60 months

- Begins to build a repertoire of songs
- Explores the different sounds of instruments

ELG

Children sings songs, make music.

Being Imaginative

ELG

They represent their own ideas, thoughts and feelings through music.

Vocabulary

- | | |
|----------|--------------|
| • Sing | • Fast |
| • Song | • Slow |
| • Chant | • Follow |
| • Rhythm | • Repeat |
| • Sounds | • Instrument |

Inquiry

Music is covered throughout the year through weekly themes taken from the interests of the children. Once themes have been identified, enhanced provision is planned to ensure children have opportunities to explore and develop Music skills independently throughout that week. In addition to planning around the children's interests, Music termly projects are planned for to ensure all children have access to explore a wider breadth of curriculum; these can be found on the Class 1 Curriculum Overview and Music Long Term Plan.

Skills Map – Music

Early Years – Music

Performing	Composing	Appraising
<ul style="list-style-type: none"> • Can they use their voice to sing/chant? • Can they clap short rhythmic patterns? • Can they experiment with creating sounds with different instruments? • Can they experiment with ways of changing sounds? 	<ul style="list-style-type: none"> • Can they make a range of sounds with their voice? • Can they make a range of sounds with instruments? • Can they read sounds pictorially? • Can they begin to sequence sounds to create a rhythm or beat? 	<ul style="list-style-type: none"> • Can they say if they like or dislike a piece of music? • Can they identify and distinguish environmental sounds? • Can they begin to describe the sounds? (e.g. loud, soft, high, low, fast, slow)? • Can they begin to express how music makes them feel?
Early Years - Greater Depth		
<ul style="list-style-type: none"> • Can they take part in a performance? 	<ul style="list-style-type: none"> • Can they repeat (short rhythmic and melodic) patterns? • Can they begin to read/represent pictorial representations of music? (e.g. colour-coded bells?) 	<ul style="list-style-type: none"> • Can they identify reasons why they like some music more than others?

PE

EYFS Curriculum

Physical Development

Moving and Handling

40-60 months

- Experiments with different ways of moving
- Jumps off an object and lands appropriately
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

ELG

Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and Self Care

40-60 months

- Eats a healthy range of foodstuffs and understands need for variety in food.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.

ELG

Children know the importance for good health of physical exercise and a healthy diet and can talk about ways to keep healthy and safe. They can manage their own basic hygiene and personal needs successfully, including dressing independently.

Vocabulary

- | | |
|--|---|
| <ul style="list-style-type: none">• Move• Over• Under• Through• Balance• Equipment• Safe• Challenge | <ul style="list-style-type: none">• Healthy• Diet• Exercise• Games• Small Movement• Large movement• Throw• Catch |
|--|---|

Inquiry

PE is covered throughout the year through weekly themes taken from the interests of the children. Once themes have been identified, enhanced provision is planned to ensure children have opportunities to explore and develop PE skills independently throughout that week. In addition to planning around the children's interests, PE termly projects are planned for to ensure all children have access to explore a wider breadth of curriculum; these can be found on the Class 1 Curriculum Overview.

Skills Map – Physical Education

Early Years – Physical Education

Physical Skills	Thinking Skills
<ul style="list-style-type: none"> • Can they dress and undress themselves? • Can they demonstrate spatial awareness? • Can they control their fundamental movement skills (e.g. stopping and starting on command, walking and running safely)? • Can they develop fundamental fine motor movement skills (including pinching, squeezing, writing)? • Can they develop fundamental gross motor movement skills (including running, jumping, throwing)? <p>GYMNASTICS AND DANCE</p> <ul style="list-style-type: none"> • Can they enjoy movement? • Can they move creatively using whole body (e.g. dancing, posing, balancing)? • Can they develop basic strength and flexibility? • Can they copy and perform basic movements? <p>PLAYING GAMES</p> <ul style="list-style-type: none"> • Can they enjoy participation? • Can they identify a target and begin to throw effectively? 	<ul style="list-style-type: none"> • Can they listen to, understand and follow some basic games rules? • Can they show good awareness of personal space? • Can they watch and comment on what they have seen? <p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> • Can they share skills and talk about one another’s views and opinions using some visual cues?
Greater Depth	Greater Depth
<ul style="list-style-type: none"> • Can they form all letters correctly? • Can they perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required? • Use equipment safely and effectively without prompting? 	<ul style="list-style-type: none"> • Can they comment and reflect on their own skills and those of others? • Can they apply skills in a variety of situations?
Personal Skills	Health Skills
<ul style="list-style-type: none"> • Can they develop confidence and resilience? • Can they compete fairly? 	<ul style="list-style-type: none"> • Can they identify the impact of physical activity on their bodies? • Can they describe the differences in the way their body works and feels when playing different games? • Can they differentiate between healthy and unhealthy foods? • Can they say that physical exercise is good for them and describe what it feels like?
Greater Depth	Greater Depth
<ul style="list-style-type: none"> • Do they show an understanding that others can win and celebrate that with them? 	<ul style="list-style-type: none"> • Can they explain the impact that healthy or unhealthy foods will have on their bodies

Science

EYFS Curriculum

Understanding the World

The World

30-50 months

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment

40-60 months

- Looks closely at similarities, differences, patterns and change

ELG

Children know about similarities and differences in relation to places, objects, materials and living things. They can talk about the features of their own immediate environment and how environments might vary from one another. They can make observations of animals and plants and explain why some things occur, and talk about changes, including in simple experiments.

Vocabulary

- | | |
|--------------|-----------|
| • Science | • Explain |
| • Experiment | • Reason |
| • Test | • Why |
| • Fair | • Record |
| • Find out | • Senses |

Inquiry

Science is covered throughout the year through weekly themes taken from the interests of the children. Once themes have been identified, enhanced provision is planned to ensure children have opportunities to explore and develop Science skills independently throughout that week. In addition to planning around the children's interests, Science termly projects are planned for to ensure all children have access to explore a wider breadth of curriculum; these can be found on the Class 1 Curriculum Overview.

Skills Map - Science

Early Years – Working Scientifically

Observing closely	Performing Tests	Identifying and Classifying	Recording findings
<ul style="list-style-type: none"> • Can they discuss what they can see, touch, smell, hear or taste? • Can they use simple equipment to help them make observations? 	<ul style="list-style-type: none"> • Can they perform a simple test? • Can they describe/ explain what they have done? 	<ul style="list-style-type: none"> • Can they identify and classify things they observe? • Can they think of some questions to ask? • Can they answer some scientific questions? • Can they give a simple reason for their answer? • Can they explain what they have found out? 	<ul style="list-style-type: none"> • Can they show their work using pictures, labels and captions? • Can they record their findings • Can they record some information in a chart or table, or using ICT

Early Years Greater Depth

<ul style="list-style-type: none"> • Can they find out by watching, listening, tasting, smelling and touching? • Can they give reasons 	<ul style="list-style-type: none"> • Can they give reasons for their answers? 	<ul style="list-style-type: none"> • Can they discuss similarities and differences? • Can they explain what they have found out using scientific vocabulary? 	<ul style="list-style-type: none"> • Can they compare measurements? • Can they give reasons for their answers?
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for their answers?		<ul style="list-style-type: none"> • Can they give reasons for their answers? 	
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Religious Education

RE in EYFS will prepare children for the multi-disciplinary approach.

Pupils begin to explore the world of religion and belief in terms of special people, times, places and objects. They listen to, and talk about, religious stories which may raise interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.

Christianity and at least **one** other religion, religious belief or worldview

Theology: Thinking through believing	Philosophy: Thinking through thinking	Human/Social Sciences: Thinking through living
<p>Pupils can ...</p> <ul style="list-style-type: none"> • Recognise simple religious beliefs or teachings • Talk about some aspects of a religious or belief story • Introduce key theological vocabulary such as 'God'. • Recreate religious and belief stories through small world play. 	<p>Pupils can ...</p> <ul style="list-style-type: none"> • Raise interesting questions about religious and belief stories • Raise interesting questions about the world around them • Say what matters to them or is of value • Use their senses to investigate religion and belief 	<p>Pupils can ...</p> <ul style="list-style-type: none"> • Identify simple features of religious life and practice in a family context • Recognise a number of religious words • Name some religious symbols • Name some religious artefacts • Talk about religious events that they see or hear about e.g. festivals, ceremonies • Talk to someone who holds a particular religious belief