

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

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

Inquiry

Art and Design is covered throughout the year through weekly themes taken from the interests of the children. When appropriate, a hook sheet is published and artwork can be identified on it. Weekly enhanced provision is planned to ensure the children have the opportunity to explore music skills independently throughout the week.

Skills Map – Art

Early Years – Art

| Drawing | Painting | Printing |
|---|---|---|
| <ul style="list-style-type: none"> ● They use and explore a variety of materials, experimenting with colour, design ... shape ... ● They explore and differentiate between colours ... ● They represent their own ideas, thoughts and feelings through art and design ● Create simple representations of events, people and objects. ● Use what they have learned about media and materials in purposeful and original ways. ● 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. ● Draw from observation, imagination & experience. ● Use colouring pencils etc to develop colouring skills. ● Look at how a variety of artists have drawn – Van Gogh, Da Vinci, Moore, Picasso etc. ● Draw controlled lines and use the skill to make different shapes ● Begin to show some control and refinement in drawing and painting. | <ul style="list-style-type: none"> ● They use and explore a variety of materials, experimenting with colour, design ... shape ... ● They explore and differentiate between colours ... ● They represent their own ideas, thoughts and feelings through art and design ● Create simple representations of events, people and objects. ● Use what they have learned about media and materials in purposeful and original ways. ● Use and care for equipment correctly. ● Use media, mixing, changing colours etc. ● Use a brush effectively in different ways? ● Develop mark making with a variety of things – fingers/sponges/twigs etc? ● Use paint of different consistency? ● Explore lightening and darkening colours? ● Work in a variety of ways – table/easel/floor etc? ● Work in different timescales – prescribed/open-ended? ● Work from observation, imagination & experience? ● Look at the way different artists have painted – Van Gogh, Matisse etc? ● Begin to show some control and refinement in drawing and painting. | <ul style="list-style-type: none"> ● They use and explore a variety of materials, experimenting with colour, design, texture, shape ... ● They explore and differentiate between colours, begin to describe the texture of things ... ● They represent their own ideas, thoughts and feelings through art and design ● Create simple representations of events, people and objects. ● Use what they have learned about media and materials in purposeful and original ways. ● Create rubbings, using wax crayons developing a repertoire of surfaces. ● Create finger, hand, foot prints developed into single, repeat and pictures. ● Create simple vegetable prints. ● Create printed pictures using objects such as leaves, lids, corks, sponges and screwed up paper. ● Impress objects into clay and print with it. ● Create simple string, cut/torn paper/card prints. ● Look at work of printmakers and discuss. |
| Textiles | 3D | Collage |
| <ul style="list-style-type: none"> ● They use and explore a variety of materials, experimenting with colour, design, texture, shape ... ● They explore and differentiate between colours, begin to describe the texture of things ... ● They represent their own ideas, thoughts and feelings through art and design ● Use what they have learned about media and materials in purposeful and original ways. ● Use and care for the equipment used. ● Explore mark making on fabric using water based felt-tips, fabric crayons etc. ● Simple printing onto fabric using vegetables, found objects, string etc. ● Explore simple tie and dye with single colours, string, elastic or thread and marbles. ● Look at and discuss examples of textile art. | <ul style="list-style-type: none"> ● They use and explore a variety of materials, experimenting with ... design, texture ... form ● They begin to describe the texture of things, and create 3D structures ● They represent their own ideas, thoughts and feelings through art and design ● Create simple representations of events, people and objects. ● Use what they have learned about media and materials in purposeful and original ways. ● Be safe in using materials and tools. ● Develop and explore simple shape forming and modelling both from observation and imagination. ● Develop simple joining techniques. ● Mark make into surfaces: playdough, plasticine, clay etc. ● Begin to quill paper into coils and pinch simple shapes. ● Begin to sculpt with a variety of materials, junk modelling, soap etc. ● Begin to work on different scales, individually and as a group. ● Explore real-life examples of 3D art or sculpture. | <ul style="list-style-type: none"> ● They use and explore a variety of materials, experimenting with colour, design, texture, shape ... ● They explore and differentiate between colours, begin to describe the texture of things ... ● They represent their own ideas, thoughts and feelings through art and design ● Create simple representations of events, people and objects. ● Use what they have learned about media and materials in purposeful and original ways. ● Cut and tear paper and card for their collages. ● Scrunch paper to build an image. |
| Evaluating | | |
| <ul style="list-style-type: none"> ● 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? | | |
| 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

Design Technology is covered throughout the year through weekly themes taken from the interests of the children. When appropriate, a hook sheet is published and specific projects are identified on them. Weekly enhanced provision is planned to ensure the children have the opportunity to explore computing skills independently throughout the week.

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 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

Computing is covered throughout the year through weekly themes taken from the interests of the children. When appropriate, a hook sheet is published and computing work can be identified on it. Weekly enhanced provision is planned to ensure the children have the opportunity to explore designing and making skills independently throughout the week.

Skills Map – Design Technology

Early Years – Design 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"> • 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"> • 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"> • 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 | • Map |
| • Place | • Weather |
| • Feature | • Compare |
| • World | • Similar |
| • City | • Different |

Inquiry

Geography is covered throughout the year through weekly themes taken from the interests of the children. When appropriate, a hook sheet is published and geographical work can be identified on it. Weekly enhanced provision is planned to ensure the children have the opportunity to explore geographical skills independently throughout the week.

Skills Map – Geography

Early Years – Geography

- Can they make observations about their local environment?
- Can they talk about the features of their immediate environment?
- Can they compare two different environments?

GEOGRAPHICAL STUDY and FIELD WORK

- Explore the use of a weather map.

MAPS

- Explore the use of a map.
- Identify what a map is.
- Draw simple maps of their immediate environment.

KNOWLEDGE AND UNDERSTANDING

- Make comparisons between familiar places.
- Ask questions about different places and people.

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. When appropriate, a hook sheet is published and geographical work can be identified on it. Weekly enhanced provision is planned to ensure the children have the opportunity to explore historical skills independently throughout the week.

Skills Map – History

Early Years – History

- Can they talk about past and present events in their own lives and in the lives of their family?
- Understand that they were babies and they will grow into adults.
- Can they order and sequence familiar events?
- Can they use every day language related to time?

HISTORICAL STUDY

- Listen to stories from the past

HISTORICAL KNOWLEDGE AND AWARENESS

- Understand that people use story to remember what has happened in the past.

CHRONOLOGY AND CHANGE

- Can they use simple words to describe the past?

Greater Depth

- Can they ask questions about past events or the lives of people in their family?

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. When appropriate, a hook sheet is published and geographical work can be identified on it. Weekly enhanced provision is planned to ensure the children have the opportunity to explore music skills independently throughout the week.

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, music story maps) | <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

- | | |
|-------------|------------------|
| ● Move | ● Healthy |
| ● Over | ● Diet |
| ● Under | ● Exercise |
| ● Through | ● Games |
| ● Balance | ● Small Movement |
| ● Equipment | ● Large movement |
| ● Safe | ● Throw |
| ● Challenge | ● Catch |

Inquiry

PE is covered throughout the year through weekly themes taken from the interests of the children. When appropriate, a hook sheet is published and physical opportunities can be identified on it. Weekly enhanced provision is planned to ensure the children have the opportunity to explore music skills independently throughout the week.

Skills Map – Physical Education

Early Years – Physical Education

| Physical Skills | | Thinking Skills | |
|---|--|---|--|
| <ul style="list-style-type: none"> ● Dress and undress themselves ● Demonstrate spatial awareness ● Control their fundamental movement skills (e.g. stopping and starting on command, walking and running safely) ● Develop fundamental fine motor movement skills (including pinching, squeezing, writing) ● Develop fundamental gross motor movement skills (including running, jumping, throwing) <p>GYMNASTICS AND DANCE</p> <ul style="list-style-type: none"> ● Enjoy movement ● Move creatively using whole body (e.g. dancing, posing, balancing) ● Develop basic strength and flexibility ● Copy and perform basic movements <p>PLAYING GAMES</p> <ul style="list-style-type: none"> ● Enjoy participation ● Identify a target and begin to throw effectively | | <ul style="list-style-type: none"> ● Listen to, understand and follow some basic games rules. ● Show good awareness of personal space ● Watch and comment on what they have seen <p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> ● 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"> ● Forms all letters correctly ● 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 | | <ul style="list-style-type: none"> ● Comment and reflect on their own skills and those of others ● Apply skills in a variety of situations | |
| Personal Skills | | Health Skills | |
| <ul style="list-style-type: none"> ● Develop confidence and resilience ● Compete fairly. | | <ul style="list-style-type: none"> ● Identifies the impact of physical activity on their bodies ● Describe the differences in the way their body works and feels when playing different games ● Differentiate between healthy and unhealthy foods ● Know that physical exercise is good for them and describe what it feels like | |
| Greater Depth | | Greater Depth | |
| <ul style="list-style-type: none"> ● Show an understanding that others can win and celebrate that with them. | | <ul style="list-style-type: none"> ● 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. When appropriate, a hook sheet is published and scientific work can be identified on it. Weekly enhanced provision is planned to ensure the children have the opportunity to explore music skills independently throughout the week.

Skills Map - Science

Early Years – Working Scientifically

| Observing closely | Performing Tests | Identifying and Classifying | Recording findings |
|---|--|---|--|
| <ul style="list-style-type: none"> • Discuss what they can see, touch, smell, hear or taste? • Use simple equipment to help them make observations? | <ul style="list-style-type: none"> • Perform a simple test? • Describe/ explain what they have done? | <ul style="list-style-type: none"> • Identify and classify things they observe? • Think of some questions to ask? • Answer some scientific questions? • Give a simple reason for their answer? • Explain what they have found out? | <ul style="list-style-type: none"> • Show their work using pictures, labels and captions? • Record their findings • 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 for their answers? | <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? • Can they give reasons for their answers? | <ul style="list-style-type: none"> • Can they compare measurements? • Can they give reasons for their answers? |
|---|--|--|--|

Religious Education

RE in EYFS will prepare children for the multi-disciplinary approach we use at St Faiths'. The children will 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.

Children in Ducklings class will study **Christianity** and **one** other religion, religious belief or world view.

| Theology | Philosophy | Human and Social Sciences |
|--|---|---|
| <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. • Talk about sacred texts | <ul style="list-style-type: none"> • Raise puzzling and interesting questions about religious and belief stories. • Raise puzzling and interesting questions about the world around them. • Talk about what concerns them about different ways in which people behave. • Say what matters to them or is of value. • Use their senses to investigate religion and belief. | <ul style="list-style-type: none"> • Identify simple features of religious life and practice in a family context. • Recognise a number of religious words. • Know where some religious worldviews originated. • Name some religious symbols. • Name some religious artefacts. • Talk about religious events that they see or hear about e.g. festivals, ceremonies. • Talk about what people wear because of their beliefs. • Visit a local place of worship. • Talk to someone who holds a particular religious belief. |