

Subject Lead Curriculum Progression Document



Building From Firm Foundations in EYFS



Let your light shine before others,
that they may see your good deeds and glorify your Father in heaven. Matthew 5¹⁶

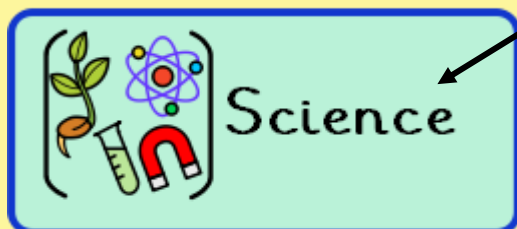
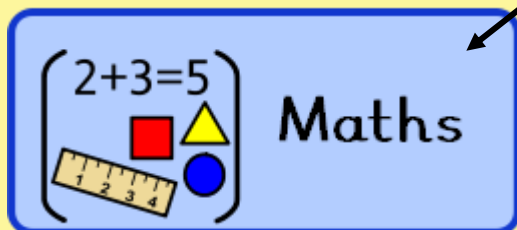
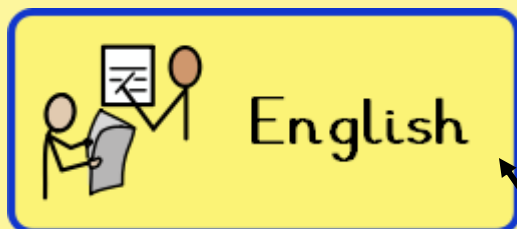




ELGs 2020

Communication and Language		Personal, Social and Emotional Development			Physical development	
Listening, Attention and Understanding	Speaking	Self-Regulation	Managing Self	Building Relationship	Gross Motor Skills	Fine Motor Skills
<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>

Literacy			Mathematics		Understanding of the World			Expressive Arts and Design	
Comprehension	Word Reading	Writing	Number	Numerical Patterns	Past and Present	People, Culture and Communities	The Natural World	Creating with Materials	Being imaginative
<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>	<p>Talk about the lives of the people around them/ their roles in society.</p> <p>Know similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books and storytelling.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and maps.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and song</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>



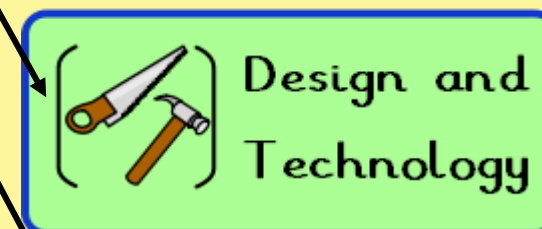
Maths	Number
	Numerical patterns

Understanding the World	Past and Present
	People, Culture and Communities
	The Natural World

Expressive Arts and Design	Creating with Materials
	Being Imaginative

Literacy	Comprehension
	Word Reading
	Writing

EYFS Prime Areas						
Communication and Language		Personal, Social, Emotional Development			Physical Development	
Listening Attention and Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Fine Motor Skills	Gross Motor Skills





Specific Area: Literacy



English

It is crucial for children to develop a life-long **love of reading**. Reading consists of two dimensions: **language comprehension** and **word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the speedy **recognition of familiar printed words**. Writing involves transcription (**spelling** and **handwriting**) and **composition** (articulating ideas and structuring them in speech, before writing) (**EYFS Statutory Educational Programme 2024**)



Knowledge

Knowledge of letter sounds (and later names)

Knowledge of terms used in learning to read e.g. book, page, phoneme, blend, segment, fiction, non-fiction

Knowledge of language of direction e.g. up, down, round and back (to support learning how to form letters)

Knowledge of writing for different purposes and audiences

Knowledge of terms for writing e.g. space, full stop, capital letter



Skills

Comprehension of language – spoken and written;
recognising rhyme, repetition, alliteration;
oral blending and segmenting and manipulating;
fluency in reading; decoding;
fine motor skills for writing;
composition; transcription; re-reading for meaning



Daily Sounds Write Phonics

Sounds to letters

Letters are introduced as a way to spell the sounds.
Decodable books.

Blending and segmenting and manipulating

sounds are the focus from the start of the initial code.

Initial code covers VC, CVC, CVCC, CCVC, CCVCC words and some digraphs (One sound but two letters) e.g. double consonants (ll, ss, zz, ff) and ch, sh, th, ng, ck



Year 1 Extended code units 1–26

First spellings (Daily Phonics)

Year 2 Extended code units 26– 50 More spellings

EYFS Profile: Word Reading (ELG)

Say a sound for each letter in the alphabet and at least 10 digraphs.; Read words consistent with their phonic knowledge by sound-blending.; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



EYFS Profile: Reading Comprehension (ELG)

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate (where appropriate) key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.



Reading Provision

Daily story sessions with discussion.

Non-fiction books shared regularly.

Which story will you vote for?

Read together books (alongside decodable books).

Weekly Read, Talk and Play together activity on Tapestry to encourage home involvement.

Book corner books swapped each half term.

Reading part of weekly Rainbow Challenges.

Individual and small group sharing of texts in CP

Retelling, puppets, story maps, sequencing, role play.

Songs rhymes and poems



Writing Provision

Literacy Tree: Text based writing

Big picture talk and write

Story maps / oral composing and rehearsing

Modelled and guided writing

Writing for different purposes

Writing for real purpose: cards, letters, invitations, making books

Phonics dictation sentences

Letter-join handwriting

Fine and gross motor skills planned in

Squiglet (pencil control and language)

Punctuation and actions from start.

Phonics applied across the curriculum.



EYFS Profile: Writing (ELG)

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.



Rainbow Challenges

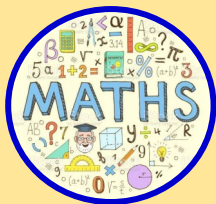
Reading and writing challenge each week.

Writing opportunities
in all areas of
continuous
provision



Weekly Read, Talk and Play

Together home learning ideas posted on Tapestry.



Specific Area: Mathematics



Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to **count confidently**, develop a deep **understanding of the numbers to 10**, the **relationships** between them and the **patterns** within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their **spatial reasoning skills** across all areas of mathematics including **shape, space and measures**. It is important that children develop **positive attitudes** and **interests in mathematics**, look for patterns and relationships, **spot connections**, 'have a go', talk to adults (EYFS Statutory Educational Programme 2024)



Knowledge

Knowledge of Number – counting, cardinality, composition

Knowledge of shapes and space including properties of shapes and relationships between shapes

Knowledge of measure

Knowledge of pattern



Skills

counting, representing, subitising, comparing, partitioning, combining, sharing, creating patterns, measuring, describing, exploring, manipulating, reasoning, recall, abstract thinking

NCETM Mastering Number Reception

The Counting Principles

The One to One Principle: This involves children assigning one number name to each object that is being counted. Children need to ensure that they count each object only once, ensuring they have counted every object.

The Stable Order Principle: Children understand that, when counting, the numbers have to be said in a certain order.

The Cardinal Principle: Children understand that the number name assigned to the final object in a group is the total number of objects in that group.

The Abstraction principle: This involves children understanding that anything can be counted, including things that cannot be touched, such as sounds and movements e.g. jumps.

The Order Irrelevance Principle: This involves children understanding that the order in which we count a group of objects is irrelevant. There will still be the same number.



Year 1 NCETM Mastering Number Y1 and White Rose Maths

Year 2 NCETM Mastering Number Y2 Y1 and White Rose Maths

EYFS Profile: Number (ELG)

Have a deep understanding of number to 10, including the composition of each number.

Subitise (recognise quantities without counting) up to 5.

Automatically recall number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts.

EYFS Profile: Numerical Patterns (ELG)

Verbally count beyond 20, recognising the pattern of the counting system

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Shape Space and Measures (No ELG)

White Rose Maths
Practical activities
Outdoor provision
Use of stem sentences



Maths Provision

Maths area within classroom

Opportunities for maths in continuous provision, indoors and outdoors

Maths activity as part of weekly Rainbow Challenges.

Range of manipulatives

Use of stem sentences

Numberblocks





adult
a long time
ago
baby
change
child
different
grown
history
historian
new
now
old
past
present
teenager
then
toddler
order
photograph
similar

Specific Area: Understanding the World: Past and Present History

Understanding the world involves guiding children to make sense of their **physical world** and their **community**. The frequency and range of children's personal experiences increases their **knowledge and sense of the world around them** – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our **culturally, socially, technologically and ecologically diverse world**. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's **vocabulary** will support later reading comprehension. **EYFS Statutory Programme 2024**

Knowledge

Know a range of subject specific vocabulary (naming and descriptive)
Know about the passing of time
Know about and make sense of their community



Skills

Access fiction and non-fiction texts, poems and rhymes, listen, read, comprehend, communicate, explain, respect, be curious, make connections, try things in different ways, question, apply fine motor skills, concentrate, explore

EYFS Profile: Past and Present

Talk about the lives of people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling



Peek into the Past

Opportunities to reflect on memories and experiences from their own past and comment on images of familiar situations in the past.

Can you guess who? To describe changes over time.

Past and Present —To sort photographs from the past and present.

My life timeline—To begin to recognise the order events happen.

Toy Box—To identify toys from the past.

Spot the difference—To compare pictures from the past and present.

Activities support
Development matters statements
and lay the
foundations for pupils' further history learning.

Delivered through
directed activities, continuous provision, stories, Rainbow Challenges
and links made where possible with Y1 curriculum.

Adventures through time

Comparing and contrasting people from the past and now by looking at photographs, listening to their stories and learning about their achievements.

Family Tree — To begin to understand the concept of generations.

My Achievements—To recognise special achievements.

Treasure Box—To recognise some special items associated with kings and queens.

Picture Detective—To understand that the environment around us changes as time passes.

Transport through time—To compare modes of transport of the past with the present.

achievement
courageous
horse-drawn
cart
king
medal
new
old
past
power
present
queen
royalty
rule
steam train



Development Matters:
Understanding the World:
Past and Present



KS1 and KS2
National Curriculum History



Specific Area: Understanding the World: The Natural World and People, Cultures and Communities

Geography



Understanding the world involves guiding children to make sense of their **physical world** and their **community**. The frequency and range of children's personal experiences increases their **knowledge and sense of the world around them** – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our **culturally, socially, technologically and ecologically diverse world**. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's **vocabulary** will support later reading comprehension. **EYFS Statutory Programme 2024**

Knowledge: Know about and make sense of the physical world
Know about and make sense of their community
Know a range of subject specific vocabulary (naming and descriptive)



Skills: Access fiction and non-fiction texts, poems and rhymes, listen, read, comprehend, communicate, explain, respect, be curious, make connections, try things in different ways, question, apply fine motor skills, concentrate, explore

EYFS Profile: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and stories.; understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

EYFS Profile: People, Cultures and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between religious and cultural communities, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and maps .

Exploring Maps: through discussion, story-telling, games and creative activity.

Pirate map bingo: To find and name familiar features on maps.

Our school from above: To consider shapes and positions of features when making a map.

Let's build a map! To build and describe a model of a familiar place.

Creating journey sticks: To describe a journey using found objects

Investigating maps: To explore a range of maps.

Map Making: To apply their knowledge of maps to make their own.

Around the World: Exploring diverse global environments, comparing them to local ones through activities to enhance the understanding of geography and cultural differences.

Home or away: To compare features in the local environment to other places around the world.

Bear's UK travels: To compare places within the UK.

City or countryside? To recognise the difference between city and countryside environments.

Exploring world landscapes: To compare different landscapes around the world.

Desert explorers: To understand the characteristics of desert environments, including climate and landscape.

Activities support
Development matters statements
and lay the
foundations for pupils' further geography learning.

Delivered through
directed activities, continuous provision, stories, Rainbow Challenges
and links made where possible with Y1 curriculum.

Outdoor Adventures: Using the senses to explore and describe the natural world around them whilst outside;

Nature Catchers: To explore natural objects using the senses.
Observational painting: To explore and make observations of the world around them.

Exploring the weather: To describe the effects of different weather conditions.

Senses in nature: To use the senses to observe and talk about experiences whilst outside.

Exploring the seasons: To begin to notice some of the features of the changing seasons.

Dress the teddy: To begin to recognise seasonal weather conditions.

cactus, camel, desert, explorer, ice, snow, mountain, palm tree, polar, rainforest, sand dune, waterfall

bus stop, church, city, cottage, countryside, farm, field, flats, forest, hill, lamp post, land, map, playground, pond, post box, postcard, river, roundabout, scientists, tractor, travel, village, weather



corn
autumn
bark
bent
bright
colour
dark
dry
feather
feel
flower
freezing
frosty
gentle
hard
leaf
long
look
loud
notice
observe
rain
rough
seed

above
aerial
bird's eye
view
building
car park
direction
feature
field
find
house
identify
journey
lake
look
map
park
path
photograph
pirate
river
road
route
search
town
treasure
village



Development Matters: Understanding the World:
The Natural World and People, Cultures and Communities



KS1 and KS2: National Curriculum:
Geography





Specific Area: Understanding the World: The Natural World



Science

Understanding the world involves guiding children to make sense of their **physical world** and their **community**. The frequency and range of children's personal experiences increases their **knowledge and sense of the world around them** – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our **culturally, socially, technologically and ecologically diverse world**. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's **vocabulary** will support later reading comprehension. **EYFS Statutory Programme 2024**

Knowledge: Know about and make sense of the physical world
Know about and make sense of their community
Know a range of subject specific vocabulary (naming and descriptive)



Skills: Access fiction and non-fiction texts, poems and rhymes, listen, read, comprehend, communicate, explain, respect, be curious, make connections, try things in different ways, question, apply fine motor skills, concentrate, explore

explore
discover
wonder
observe
find out
investigate
different
same
collect
sort

EYFS Profile: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and stories.; understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Explore, problem solve, observe, predict, think, make decisions and talk about the world around them.
Observe and manipulate objects and materials to identify differences and similarities and make connections.
Respond to questions about what they think will happen.
Communicate, plan, investigate, record and evaluate findings.



magnet
magnetic
change
float
Sink
ice
melt
recycling
materials
wood
metal
Plastic
waterproof

Explore the natural world around them.
Observe and explore the changing seasons
Use their senses to explore, discover and talk about the world around them, e.g. feeling dough, listening to sounds in the environment, tasting different fruits, floating and sinking.
Observe and describe changes e.g. making ice, investigating jelly, melting chocolate

Investigating through play
Ask questions about why things happen and how things work.
Experiment and explore through play e.g. Increasing the incline of a slope to observe how fast a vehicle travels, discovering objects that float or sink, exploring which materials are magnetic.

Activities support
Development matters statements and lay the **foundations for pupils' further science learning.**

Delivered through **directed activities, continuous provision, stories, Rainbow Challenges** and links made where possible with Y1 curriculum.

Plants and animals
Know what plants and animals need to survive.
Talk about a range of different life cycles.
Plant seeds and bulbs.

Books and stories
Opportunities for activities linked to stories e.g. what would happen to the gingerbread man in water?



plants
seasons
spring
summer
autumn
winter
weather
animals
land
leaves
farm
young
stem
life cycle
flower
growing
Seed
bulb
natural
body parts



Development Matters: Understanding the World:
The Natural World



KS1 and KS2: National Curriculum:
Science





Specific Area: Expressive Arts and Design: Creating with Materials

Art and Design

The development of children's **artistic and cultural awareness** supports their **imagination and creativity**. It is important that children have **regular opportunities to engage** with the arts, enabling them to **explore and play with a wide range of media and materials**. The quality and variety of what children see, hear and participate in is crucial for **developing** their **understanding, self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. (EYFS Statutory Educational Programme 2024)



Knowledge:

Artistic awareness and cultural awareness
Vocabulary for resources, colours, materials, tools
Techniques for painting, drawing, sculpting and building



Skills: Imagine, create, explore, observe, play, participate, express, communicate, interpret, appreciate, engage, motor control - fine and gross, co-operate, experiment, share, explain

Focus on the process rather than the outcome.

EYFS Profile: Creating with Materials

Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function; Share their creations, explaining the process they have used Make use of props and materials when role playing characters in narratives and stories

Drawing: Marvellous Marks

Exploring mark making through different drawing materials.

Mark Making with Wax Crayons: Investigate marks and patterns made by different textures.

Mark making with felt tips: Explore mark making with felt tips (fine motor)

Mark making with chalk: Explore mark making with chalk (gross motor skills).

Observational pencil drawings: Explore mark making with pencils

Drawing Faces: Creating simple observational drawings.

Drawing Faces in colour: Use colours and materials to create a self portrait.

Painting and mixed media: Paint my world

Exploring paint and painting techniques through nature, music and collaborative work

Finger painting: Explore paint through fingers.

Outdoor painting: create natural paintbrushes.

Painting to music: To respond to music through painting.

Collage and transient art: Explore mixed media resources to make a collage.

Landscape collage: Create collage inspired by Megan Coyle

Group art: Working collaboratively to create large painting inspired by colour and pattern.

Sculpture and 3D: Creation station

Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools.

Clay: Explore the properties of clay

Playdough: Explore the properties of playdough with hands and tools.

3D landscape art: Create picture using found objects.

Designing animal sculptures

Creating animal sculptures

Painting animal sculptures

Craft and design. Let's get crafty

Developing cutting, threading, joining and folding skills.

Cutting skills: Confidence with scissors and differences when cutting range of materials.

Threading skills: Fine motor skills

Joining materials: Explore techniques for joining paper and make choices.

Paper snakes: Fold, cut and curl paper

Flower designs: Drawing and colouring skills

Tissue paper flowers: Use design to make paper flower.

Activities support **Development matters statements** and lay the foundations for pupils' further **art and design learning**.

Delivered through **directed activities, child initiated activities, continuous provision, Rainbow Challenges** and links made where possible with Y1 curriculum.



Continuous provision

Creative area in classroom and outdoors
Rainbow Challenges



Development Matters:
Expressive Arts and Design:
Creating with Materials



KS1 and KS2 National Curriculum
Art and Design





Specific Area: Expressive Arts and Design: Creating with Materials

Design and Technology

The development of children's **artistic and cultural awareness** supports their **imagination and creativity**. It is important that children have **regular opportunities to engage** with the arts, enabling them to **explore and play with a wide range of media and materials**. The quality and variety of what children see, hear and participate in is crucial for **developing** their **understanding, self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. (EYFS Statutory Educational Programme 2024)



Knowledge:

Artistic awareness and cultural awareness
Vocabulary for resources, colours, materials, tools
Techniques for painting, drawing, sculpting and building



Skills: Imagine, create, explore, observe, play, participate, express, communicate, interpret, appreciate, engage, motor control - fine and gross, co-operate, experiment, share, explain

Focus on the process rather than the outcome.

EYFS Profile: Creating with Materials

Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function; Share their creations, explaining the process they have used Make use of props and materials when role playing characters in narratives and stories

Structures: Junk Modelling

Junk modelling: To explore and investigate the tools and materials in the junk modelling area.

Cutting and scissor skills: To develop scissor skills. To investigate cutting different materials.

Choosing resources: To learn how to plan and select the correct resources needed to make a model.

Making models: To verbally plan and create a junk model.

Evaluation and presentation: To share a finished model and talk about the processes in its creation.

Temporary joins: To explore different ways to temporarily join materials together.

Structures: Boats

Waterproof materials: To test whether materials are waterproof.

Floating and sinking: To test and make predictions for which materials float or sink.

Boats: To compare the uses of boats

Investigating boats: To investigate how the shape and structure of boats affects the way they move.

Designing boats: To design a boat.

Creating and testing boats: To create a boat based upon their own design.

Cooking and nutrition: Soup

Fantastic fruits and vegetables: To explore and describe fruits and vegetables and the differences between them.

Pumpkin soup: To explore a pumpkin and describe it using the five senses.

Designing soup: To design a fruit and vegetable soup recipe.

Fine motor skills: To learn how to use a knife safely.

Making soup: To describe the finished product and evaluate the process.

Designing soup packaging: To design food packaging.

Textiles: Bookmarks

Exploring threading and weaving: To develop threading and weaving skills.

Paper weaving: To practise and apply weaving skills to a specific material e.g. paper.

Sewing with hessian: To practise and apply threading skills with specific materials e.g. hessian and wool.

Designing bookmarks: To use threading or sewing to design a product (bookmark).

Creating bookmarks: To create a textiles product (bookmark) following their design.

Evaluating bookmarks: To reflect with children on how they have achieved their aims.

Activities support **Development matters statements** and lay the foundations for pupils' further **design and technology learning**.

Delivered through **directed activities, child initiated activities, continuous provision, Rainbow Challenges** and links made where possible with Y1 curriculum.



Continuous provision

Creative area in classroom and outdoors
Rainbow Challenges



Development Matters:
Expressive Arts and Design:
Creating with Materials



KS1 and KS2 National Curriculum
Design and Technology





Specific Area: Expressive Arts and Design: Being Imaginative



Music and Drama

The development of children's **artistic and cultural awareness** supports their **imagination and creativity**. It is important that children have **regular opportunities to engage** with the arts, enabling them to **explore and play with a wide range of media and materials**. The quality and variety of what children see, hear and participate in is crucial for **developing** their **understanding, self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. **(EYFS Statutory Educational Programme 2024)**



Knowledge:

Artistic awareness and cultural awareness
Names of instruments
Rhythmic patterns



Skills: Imagine, create, explore, observe, play, participate, express, communicate, interpret, appreciate, engage, motor control - fine and gross, co-operate, experiment, share, explain, sing, move

EYFS Profile: Being Imaginative

Invent, adapt, and recount narratives and stories with peers and their teachers; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music

Music in Continuous Provision

Singing familiar song and play an instrument, encouraging others to join in
Demonstrating how to play certain instruments
Encouraging children to perform together as a group (Stage area outdoors)
Clapping or tapping out a beat
Song / rhyme spoons as prompts
Using familiar, everyday objects to create new instruments and sounds (Music wall)
Using body and voice as instruments

Enhancements

Searching for and listening to music together
Searching for and watching videos showing traditional dances
Finding out about different music relating to customs and festivals that are important to the children



Music lessons (Charanga)

Lessons include opportunities to:

Listen and Respond

Sing

Play

Improvise and Compose

Perform

Opportunities to Perform

Classroom:

Informally during continuous provision
Role Play
Retelling stories
Music lessons (Charanga)

For parents /carers:

Songs, Rhymes sharing (Term 1A)
Nativity
Church Services— e.g. Harvest, Easter



Activities support **Development matters statements** and lay the foundations for pupils' further **music and drama** learning.

Delivered through **directed activities, child initiated activities, continuous provision, Rainbow Challenges** and links made where possible with Y1 curriculum.



Continuous provision
Music Wall outdoor area
Rainbow Challenges



Development Matters:
Expressive Arts and Design:
Creating with Materials



KS1 and KS2 National Curriculum
Music and Expressive Arts



Learning prompt questions

