

How does EYFS lead into the wider curriculum across the school at Brighstone Primary?



Art and Design

Statutory Framework for the EYFS - Expressive Arts and Design

ELG: Creating with Materials Children at the expected level of development will: - 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...

Children in Reception will be taught how to use the resources available in the Creative Area, independently, purposefully and creatively, and will also be responsible for tidying up. Specific skills will include using a paint brush and water colour block paints, experimenting with mixing colours, the mechanics of printing and using stencils, using glue spreaders to apply PVA glue and cutting a variety of materials with scissors.

Children will have open ended opportunities to be creative with these and other resources. They may access their creative skills in the Creative Area, or in any other area including outside, using natural materials, water, shadows and other resources. They will be supported and encouraged to talk about their creations.

Design and Technology

Statutory Framework for the EYFS - Expressive Arts and Design

ELG: Creating with Materials Children at the expected level of development will: - 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...

Children in Reception will have open access to junk modelling, scissors, paper, glue and construction materials on both a large and small scale and malleable materials to plan and create models, structures, props and inventions. They will be encouraged to plan and talk about their ideas, and to think about who might use their model, live in the building or travel in the vehicles they've created.

Music

Statutory Framework for the EYFS - Expressive Arts and Design

ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - 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.

Children in Reception will sing songs and listen to rhymes and poems, learning about rhythm and rhyme. They will also have daily opportunities to listen and respond to a wide variety of music, and will have open access to tuned and untuned percussion instruments to play with/make their own music and perform to an audience.

History

Statutory Framework for the EYFS Understanding the World

ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the 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.

Children in Reception will be introduced to stories, pictures and artefacts with links to the past. They will be encouraged to talk about and notice how some things are different today, and to wonder about what things were like in the past. They will have opportunities to explore and play with everyday objects from the past such as old phones, technology, toys etc.

Geography

Statutory Framework for the EYFS Understanding the World

ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - 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; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, - 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; - Understand some important processes and changes in the natural world around them, including the seasons...

Children in Reception will have access to maps, pictures and stories in the learning environment. They will be supported and encouraged to talk about and play with what they see. They will be encouraged to notice their local area, to recognise places that are part of their lives, to notice changes in the weather and seasons. They will be exposed to nature, noticing birds, bugs, plants and trees in the school grounds and surrounding area. They will learn the vocabulary linked to these, and will be encouraged to use it.

Science

Statutory Framework for the EYFS Understanding the World

ELG: The Natural World Children at the expected level of development will: - 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 what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Children in Reception will have access to stories, pictures, toys and resources which promote and inspire exploration and wonder. They will be encouraged to ask questions, learn words and find out what happens if... They will be supported to observe, explore and talk about what they know and what they see. They will have open ended opportunities with water play, sand and mud. They will explore how things move on different surfaces, wheeled toys, magnets and magnifiers. They will read stories and information books about animals, talk about their own pets and share their own experiences.

Computing

There is no ELG for Computing or Technology. However, it is intrinsic to daily life and still needs to be taught and used.

Computing in the EYFS is centred around play-based, unplugged (no computer) activities that focus on building children's listening skills, curiosity and creativity and problem solving.

Technology in the Early Years can mean:

- taking a photograph with a camera or tablet
- searching for information on the internet
- playing games on the interactive whiteboard
- exploring an old typewriter or other mechanical toys
- using a Beebot
- watching a video clip
- listening to music

Allowing children the opportunity to explore technology in this carefree and often child-led way, means that not only will they develop a familiarity with equipment and vocabulary but they will have a strong start in key stage 1 Computing and all that it demands.