



The EYFS Curriculum @ Forest Town Primary School - 2024-25

This curriculum overview demonstrates our curricular goals and end of year expectations - Our EYFS long term plan consists of skills that are taught across the 6 terms in both Foundation One and Foundation two. In order to plan an exciting curriculum that links directly to the interests of the children, our half termly topics change each year; depending upon each cohort and what they choose to learn about.

Communication and Language

Educational Programme

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Key Curriculum Goals

To become a **Confident Communicator** who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.

*ASK relevant questions and MAKE relevant comments

*EXPRESS ideas and feelings with confidence

*CONVERSE in back and forth exchanges with friends and teachers

* USE high level vocabulary

Our Foundation One children (3 & 4 year Olds) will learn to:

- express a point of view and debate when they disagree with an adult or peer
- hold an extended conversation with an adult or peer, taking turns
- talk about familiar books and tell long stories using props
- use talk to organise themselves and their play
- use longer sentences of four to six words
- communicate and pronounce words more confidently and accurately

Our Foundation Two children (4 & 5 year olds) will learn to:

- ask questions to find out more and check their understanding
- develop excellent oracy skills and confidence when talking in front of others
- connect ideas using a range of connectives (e.g. because, but, that), showing understanding
- use talk to solve problems, organise thinking and activities and explain things



- participate in role-play linked to their immediate experience
- sing a large repertoire of songs and rhymes
- recall what happens in stories in simple terms
- understand a question or instruction that has two parts
- understand 'why' questions
- pay attention to more than one thing at a time
- enjoy listening to longer stories, remembering much of what happens
- demonstrate the behaviours of listening

- know when to use social phrases (e.g. 'good morning')
- communicate their ideas and thoughts in well-formed sentences
- know how to retell a story, some as an exact repetition
- describe events in some detail (e.g. using some sequencing words)
- know and use new vocabulary through the day in different contexts
- know rhymes, poems and songs by heart
- understand when and why to listen carefully
- understand a question or an instruction that has more than two parts and answer or follow it
- listen carefully to rhymes and songs, paying attention to how they sound
- listen with interest to different types of text (poetry, fiction and non-fiction), building familiarity and understanding

Personal, Social and Emotional Development

Educational Programme

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Key Curriculum Goals

To become an **Independent Individual** who can follow the Take Care values, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy.

To become a **Fantastic Friend** who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings.

*Show EMPATHY to others

*Show DETERMINATION to complete a goal

* Show RESILIENCE in the face of challenges

* show CURIOSITY about the world

Our Foundation One children (3 & 4 year olds) will learn to:

Our Foundation Two children (4 & 5 year olds) will learn to:

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| <ul style="list-style-type: none"> • talk about their feelings and show emotions in their art work • talk about their ideas, thoughts, feelings and events • listen with enjoyment to stories, songs and poems from different communities and traditions • answer simple questions about their experiences in response to stories, experiences or events from different traditions and communities • talk about their own and others' behaviour, understanding what is considered good behaviour and what isn't • think and talk about issues of right and wrong • understand their own needs, views and feelings • understand how to take turns and share fairly • know how to show respectful behaviour towards others • talk with others to solve problems in their play • show positive attitudes towards differences between people • know that families and individuals are different • talk about each other's families and ask questions • talk about themselves and their family (e.g. photographs, memories) • talk about their likes and dislikes • begin to understand how others might feel • know how to manage their own needs, e.g. hand washing, toileting and brushing hair / teeth • talk about the importance of eating fruit and vegetables • talk about their feelings using words like happy, sad, angry, worried • explore and develop movement such as balancing, riding, climbing etc • listen to and talk about stories linked to aspects of personal safety, relating it to their own lives • know what rules are and understand and follow rules independently | <ul style="list-style-type: none"> • talk about how they and others show feelings, understand their own needs, views and feelings and are sensitive to those of others • use talk to organise, sequence and clarify thinking, ideas, feelings and events • develop their own narratives in relation to stories they hear from different communities • listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions and by answering who, how and why questions • understand that they can expect others to treat their needs, views, cultures and beliefs with respect, have a developing respect for their own cultures and beliefs, and those of other people • understand that groups of people need agreed values and codes of behaviour, including adults and work together harmoniously with their peers, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable • think and talk about issues of right and wrong and why these questions matter, understand the importance of rules in society • respond to significant experiences showing a range of feelings when appropriate • know some strategies for staying calm in the face of frustration • know that helping and supporting each other in play is a good thing to do, demonstrate sharing, taking turns, waiting and cooperating with friends and peers in their play • show kindness and consideration for others • listen to each other as well as adults • know what an emergency is and what to do to keep safe in a range of situations |
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	<ul style="list-style-type: none"> • Talk about different factors that support their overall health and well-being and follow simple self-care routines including those relating to oral health • know what things to say NO to, understanding how to keep safe and developing an awareness of their own bodies. • know how to respond to teasing and other unkind behaviour
Physical Development	
<p>Educational Programme</p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>	
<p>Curriculum Goals</p> <p>To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, using a range of equipment.</p> <p>To become a Talented Tool User who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence</p> <p>*USE body with control and confidence in a range of ways *HOLD a pencil effectively *CLIMB a tree safely</p>	
<p>Our Foundation One children (3 & 4 year Olds) will learn to:</p> <ul style="list-style-type: none"> • talk about what they are doing and respond to feedback from an adult • take part in some group activities which they make up for themselves, or in teams • know how to go up steps or climb on apparatus using alternate feet • remember sequences and patterns of movements which are related to music and rhythm 	<p>Our Foundation Two children (4 & 5 year olds) will learn to:</p> <ul style="list-style-type: none"> • describe what they are doing and respond to feedback from adults and peers • challenge themselves, showing and awareness of their own level of skills and past performance • combine different movements with ease and fluency

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| <ul style="list-style-type: none"> • experiment with skipping, hopping, standing on one leg and holding a pose for a game • experiment with balancing, riding bikes and playing with balls • collaborate with others to manage large items, such as moving a long plank safely • match their developing physical skills to a range of tasks and activities across the EYFS unit, both indoors and out • participate willingly in physical activities • know how to use a comfortable grip with good control when holding pens and pencils (using specially designed pencils or grips where required) • show a preference for a dominant hand • know how to use a hammer and nails accurately and safely • know how to do up their buttons and zips • explore small objects, picking them up with a pincer movement (e.g. small buttons, stones, gravel, split pins etc.) • explore one-handed tools and equipment, for example, making snips in paper with scissors • investigate scrunching and tearing paper • explore large-muscle movements to wave flags and streamers, paint and make marks | <ul style="list-style-type: none"> • revise and refine a range of ball skills, after feedback and through practice (e.g. throwing, catching, kicking, passing) showing greater confidence, competence, precision and accuracy • revise and refine the fundamental movement skills they have already acquired (rolling, crawling, jumping etc.) moving more fluidly, developing control and grace, taking on feedback • know how to safely negotiate space and obstacles safely, with consideration for themselves and others • know how to confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group, explaining what they have achieved • show resilience and perseverance in the face of challenge • know how to use a knife, fork and spoon competently, safely and confidently • know how to use a range of tools competently, safely and confidently (e.g. pencils for drawing and writing, paintbrushes, scissors, tweezers, pipettes) • investigate threading and sewing, working with wood, pouring, stirring and spray bottles • investigate small muscle activities such as play with small world toys, planting and caring for plants, making models with junk materials, construction kits and malleable materials like clay • know how to move and rotate their lower arms and wrists independently • know how to move their hands and fingers without moving their shoulders • investigate dancing with scarves and other large muscle activities • investigate pulling themselves up on a rope and hanging on monkey bars |
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	<ul style="list-style-type: none"> • know they must keep working on the overall body strength, coordination, balance and agility needed to • engage successfully with future physical education and other disciplines • use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • talk about the different factors that support their overall health and well being
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Literacy

Educational Programme

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).

Key Curriculum Goals

To become a **Brilliant Bookworm** who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt).

To become a **Wow Writer** who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.

*RETELL a story through play

*ENJOY reading and writing

*READ simple sentences and books

*WRITE a sentence or simple story

Our Foundation One children (3 & 4 year Olds) will learn to:

- develop their phonological awareness, so that they can:
- spot and suggest rhymes
- count or clap syllables in a word recognise words with the same initial sound, such as money and mother
- engage in extended conversations about stories, learning new vocabulary
- understand the five key concepts about print:
 - print has meaning

Our Foundation Two children (4 & 5 year olds) will learn to:

- re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- read and understand simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
- use phonic knowledge to decode regular words and read them aloud accurately

<ul style="list-style-type: none"> • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing • write some or all of their name • write some letters accurately - starting at the right place and moving in the correct direction • use some of their print and letter knowledge in their early writing (for example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy) • Make up a story or a message for an adult to scribe • Develop Oracy skills, using a range of newly acquired vocabulary with increasing accuracy • Develop comprehension skills when talking about stories they have heard 	<ul style="list-style-type: none"> • read a few common exception words matched to the Little Wandle phonics programme • blend sounds into words, so that they can read short words made up of known letter-sound correspondences matched to the Read Write Inc. programme • read individual letters by saying the sounds for them • demonstrate understanding when talking with others about what they have read • Demonstrate developing language acquisition, using a larger range of new and exciting vocabulary across a range of situations • write short sentences with words with known sound-letter correspondences using a capital letter and full stop • write simple sentences which can be read by themselves and others (some words are spelt correctly and others are phonetically plausible) • write some irregular common words • spell words by identifying the sounds and then writing the sound with letter/s • use their phonic knowledge to write words in ways which match their spoken sounds • know how to form lower-case and capital letters correctly • re-read what they have written and check it makes sense
<p>Key Vocab:</p> <ul style="list-style-type: none"> • read, rhyme, rhymes, syllables, sounds, listen, word, letters, space, beat • understand, write, writing, name, letter, page, poems, stories, books • conversation, print, meaning, text, beginning, middle, end, characters • grip, control, hold 	<p>Key Vocab:</p> <ul style="list-style-type: none"> • blend, segment, phoneme, grapheme, sentence, re-read, phrases, aloud, spell • confidence, form, lower case, phonics, spacing, capital letters, full stops • because, but, first, next, after that, finally • re-telling, fiction, non-fiction, library, page • days of the week, months of the year • author, illustrator, blurb



- tripod grip, direction

Maths

Educational Programme

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 and peers about what they notice and not be afraid to make mistakes.

Key Curriculum Goal

To become a **Master of Maths** who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.

*UNDERSTAND in depth numbers to 10, including number bonds

*RECOGNISE the pattern of the counting system

*COMPARE quantities in different

*EXPLORE shape, space and measure

Our Foundation One children (3 & 4 year Olds) will learn to:

- compare quantities using language: more than, fewer than
- experiment with their own symbols and marks as well as numerals
- know how to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5
- show 'finger numbers' up to 5
- know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')
- say one number for each item in order: 1,2,3,4,5
- recite numbers past 5
- recognise up to 3 objects rapidly, without having to count them individually ('subitising')
- investigate numbers up to 5 to solve real world mathematical problems

Our Foundation Two children (4 & 5 year olds) will learn to:

- understand the 'one more than/one less than' relationship between consecutive numbers
- compare and explore numbers
- know how to count beyond twenty
- know how to link the number symbol (numeral) with its cardinal number value
- know what the term subitise means and know how to subitise
- know how to count objects, actions and sounds beyond 20
- know and automatically recall number bonds for numbers 0-10
- explore the composition of numbers to 10
- know how to share objects equally, starting with a whole group
- know how to count in multiples of 2, 5 and 10

<ul style="list-style-type: none"> • know how to share food fairly at snack time • understand the words 'whole and 'half' (e.g. whole apple, half a biscuit) • begin to describe a sequence of events, real or fictional, using words such as first, then • compare quantities using language: more than, fewer than • observe differences relating to size, length, weight and capacity and compare objects in simple terms • understand position through words alone - for example, 'The bag is under the table,' - with no pointing • talk about routes and locations, using words like in front of, behind • investigate and combine shapes to make new ones - an arch, a bigger triangle etc. • select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • use informal language like pointy, spotty, blobs etc. • talk about and identify the patterns around them (for example: stripes on clothes, designs on rugs and wallpaper) • identify the odd one out from three objects • know how to sort into two groups identified by an adult 	<ul style="list-style-type: none"> • know how to complete a half turn, whole turn and quarter turn • recognise half of a shape • recognise half and quarter of an object (e.g. a cake) • compare length, weight and capacity using comparative language • compose and decompose shapes so that children recognise a shape can have other shapes within it, • just as numbers can • select, rotate and manipulate shapes in order to develop spatial reasoning skills • know how to continue, copy and create repeating patterns • know how to interpret data represented with physical objects (e.g. 10 frames and Duplo bricks) • investigate and suggest criteria for sorting for themselves • identify differences between objects in the same group • describe a familiar route • notice and correct an error in a repeating pattern • extend and create ABAB patterns - stick, leaf, stick, leaf • talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: sides, corners, straight, flat, round • Notice and correct an error in a repeating pattern
<p>Key Vocab:</p> <ul style="list-style-type: none"> • more than, fewer than, lots, more, same • one, two, three, four, five, • numbers • finger numbers, high five • count, counting • subitising • amounts 	<p>Key Vocab:</p> <ul style="list-style-type: none"> • numeral, tallies, • six, seven, eight, nine, ten, then numbers to twenty • tens numbers to one hundred • total amount, number bonds • larger, smaller • part, part, whole, composition • ten frame



- five frame
- half, whole
- now, next, today, night-time, day-time, in a minute
- big, bigger, small, smaller, heavy, light
- 2D shape names and properties, square, circle, rectangle, triangle, sides,
- corners, straight, flat, round, pointy, sharp corner, curvy, edge
- positional language, in front, behind

- plus one, addition, subtraction, total, equals, number sentence, change, coin, share
- larger, smaller
- long/short, longer/shorter, tall/short, double/half, heavier, lighter
- tomorrow, yesterday, week, seasons, days of the week
- difference, sort
- 3D shape names and properties, sphere, cuboid, cube, pyramid, cone, cylinder
- other 2D shapes, pentagon, hexagon, octagon
- repeated pattern, sequence first, next,

Understanding the World (with links to Geography, Science, History and RE)

Educational Programme

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.

Key Curriculum Goals

To become an **Exceptional Explorer** who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places.

To become a **Compassionate Citizen** who can help to look after their community and care for the environment, know some reasons why Cornwall is special, have an awareness of other people's cultures and beliefs.

*APPRECIATE different cultures and communities

*KNOW our family tree

*CARE for our environment

*UNDERSTAND and EXPLORE the world around us

Our Foundation One children (3 & 4year Olds) will learn to:

RE

- know what celebrations are and which celebrations are special to them
- talk about what happens in their family at Harvest Festival, Diwali, a birthday celebration

Our Foundation Two children (4 & 5year olds) will learn to:

RE

- talk about what happens at Harvest Festival, Diwali, a birthday celebration, Christmas etc
- talk about why Christians perform nativity plays at Christmas

- listen with enjoyment to stories, songs and poems from different communities and traditions
- talk about their ideas, feelings and events
- answer simple questions about their experiences in response to stories, experiences or events from different traditions and communities
- **Geography**
- know that there is a wider world
- talk about their immediate environment and what they are investigating
- observe their immediate environment and investigate it
- talk about their immediate environment
- observe, investigate and represent their immediate environment through mark-making or construction
- observe space around them and stand in it
- talk about the changes they have noticed
- observe changes in the EYFS unit and its grounds caused by weather
- observe changes in the EYFS and its grounds made by people or animals
- **History**
- Know that significant events happen in their family lives
- Know that there are significant people in their own lives
- talk about their family's history
- talk about their own life story
- Know the order of things that are happening now
- talk about a sequence of events, real or fictional, using words such as first or then
- Know that pictures, artefacts, music and sights help us remember and understand something that has happened to us
- observe pictures, artefacts and sights carefully

- talk about why we should be thankful
- talk about what happens at Easter, and other spring festivals
- listen to some religious stories and talk about why they are special to different faiths
- know the names of some everyday foods and those eaten during celebrations
- **Geography**
- listen with enjoyment to stories, songs and poems from different communities and traditions and
- respond with relevant comments, questions or actions
- use talk to organise, sequence and clarify thinking, ideas, feelings and events
- answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different traditions and communities
- develop their own narratives in relation to stories they hear from different communities
- understand that physical features are natural and human features are made
- know some country names (e.g. Spain, Italy, France, England)
- describe the differences in simple terms, using simple vocabulary (hills, road, shops, church, field etc.)
- know that some environments are different to the one in which they live and talk about these
- know the name of the place they live (Forest Town, Mansfield) and the road where the school is
- observe, identify and investigate familiar parts of their immediate environment using first-hand
- experience, photographs (some aerial), video and books
- know what a map and a globe are and what they represent

Science

- talk about and demonstrate care for minibeasts in their environment
- observe and distinguish between baby animals and those that are fully grown
- observe and talk about what they see happening to a seed as it grows into a plant
- investigate how to plant seeds, water them and talk about what they are doing
- talk about what they see happening when a force is applied
- observe what happens when a force is applied
- investigate and sort materials by given criteria (such as things that light can shine through, or things that are magnetic)
- investigate and talk about what floats and what sinks
- observe and talk about changes to materials caused by (e.g.) heating or cooling
- know some words that describe materials (e.g. hard or soft, rough or smooth, bendy or stretchy)
- observe and talk about simple similarities and differences between materials
- observe and use all their senses to explore natural materials

- describe small and large spaces and represent them on a simple map
- investigate and create small and large spaces in their immediate environment using construction materials
- observe and talk about space around them, find a space away from others and stand in it
- explain the changes they notice using relevant and appropriate words
- observe how people have changed their local environment and describe the changes they notice
- observe the impact different types of weather has on their local environment and describe it
- know the names of the four seasons and explain what happens during each season
- know about different types of weather and what might happen in different weather phenomenon

History

- Know that significant events happened in the past
- Know that significant people lived in the past
- compare and contrast characters from stories, including figures from the past
- talk about images of familiar situations in the past
- Know the order of things that happened in recent memory (yesterday, today, tomorrow etc.)
- understand the concepts of yesterday, today and tomorrow
- know how to sequence photographs of a recent visit or event and use this to talk about the
- experience
- describe a sequence of events, real or fictional, using words such as first, next, after that, finally

Science



	<ul style="list-style-type: none"> • observe and talk about seasonal changes and their impact on familiar animals and plants • Know how to care for a range of plants and animals • observe closely and make simple representations of living things • recognise and know the names of familiar plants and animals • describe and comment on things they have seen, including plants and animals • observe and investigate the world around them closely • predict what might happen to an object when (e.g.) a magnet is used • investigate different materials using (e.g.) magnifying glasses, magnets or torches • talk about and describe what they notice about different materials • know the names, uses and properties of some common materials
Key Vocabulary:	
Foundation One:	Foundation 2:
<ul style="list-style-type: none"> • life story, auntie, uncle, cousins, community, people • important, events, memory, experience • next, then, finally • today, tomorrow, yesterday, day, week • days of the week • sights, sounds • the same, different, new, old • family, mummy, daddy, brother, sister, grandparents, friend • first, after that • remember, past, time, special • pictures, music, objects • world, country, environment, weather, natural world, seasons, grounds, • outdoors, beach, park, woods, holiday • investigate, observe, explore, similar, different • investigate, look carefully/closely, question, answer 	<ul style="list-style-type: none"> • physical features, natural, human features, man-made, hills, road, shops, church, field, Forest Town, Mansfield, school, photographs, aerial, map, globe • directions, old, new, building, rain, snow, sun, wind, Autumn, Winter, Spring, Summer, cloudy, sunny, windy, thunder, fog, snow, hail • life story, auntie, uncle, cousins, community, people • important, events, memory, experience • next, then, finally • today, tomorrow, yesterday, day, week • days of the week • sights, sounds • the same, different, new, old • observe, test, record, sort • spring, summer, autumn, winter, pets, cat, dog, rabbit, tree, flower, plants, grass, sun, rain, wind, snow, dead, alive, growing



- animal, insect, ant, spider, snail, baby, mummy, daddy, plant, water, grow
- push, pull, move
- paper, wood, glass
- hard, soft, bendy, smooth, stretchy, float, sink
- metal, paper, wool, magnifying glass, magnet, torch

- changes, bend, snap, stretch

Expressive Arts and Design (with links to Art, Music and D&T)

Educational Programme

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.

Key Curriculum Goals

To become a **Dynamic Designer** who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.

To become a **Proud Performer** who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.

*PERFORM a story, song or rhyme to an audience

*CREATE a masterpiece inspired by an artist or nature

Our Foundation One children (3 & 4year Olds) will learn to:

- investigate and talk about the different media for art (painting, drawing, sculpture at this stage)
- understand that artists make art and it could be any of the above
- know what an artist is
- understand that art is about ideas and talk about these
- experiment with making art in different art forms
- talk about how they feel when looking at a piece of art
- talk about what they like or dislike about a piece of art
- identify colours and forms within a piece of work

Our Foundation Two children (4 & 5year olds) will learn to:

- explore over time and talk about the work of one British artist
- understand that art can be realistic and abstract (i.e. not an accurate depiction but the use of shapes, colours, forms and gestural marks to achieve an effect)
- talk about what they are doing when they make realistic or abstract art
- explore realistic and abstract art-making
- talk about and describe the emotions and ideas they feel about a piece of art

- talk about their feelings and show emotions in their art work
- know some basic 2-D shapes (e.g. circle, square, rectangle, triangle)
- investigate drawing with hard and soft pencils
- know how to draw with detail (e.g. representing a face with a circle and including details and emotions)
- investigate drawing to represent ideas (e.g. movement, loud noises)
- investigate making enclosed shapes with continuous lines, using a story as a guide (e.g. up the hill, round the trees, back home)
- investigate making marks to music
- investigate making marks and explore different materials
- investigate drawing for the pleasure of drawing

Painting

- know primary colour names
- know how to hold and manipulate brushes
- know how to paint basic shapes, lines and dots
- investigate how to paint horizontally and vertically (e.g. on an easel, on the floor)
- investigate how to paint on different scales
- investigate paint using body parts
- investigate a wide variety of brush types and shapes (e.g. sweeping brushes, fine brushes etc.)
- investigate a variety of paint

Printing

- investigate printing with simple shapes (e.g. ends of tubes, pre-cut sponges)
- investigate making a body print (e.g. hand, foot, finger)

Sculpture

- investigate attaching forms together using a wide variety of fixings
- investigate rolling, scrunching and tearing materials
- investigate malleable materials such as dough and clay

- talk about and suggest answers to more abstract questions about the dynamics of a piece of art (e.g. is this a fast or a slow painting?)
- observe and share ideas about the composition of a piece of art
- identify and describe colours and forms within a piece of work
- know the name of a British artist
- know what an art gallery is
- know some basic 2-D and 3-D shapes
- know primary and secondary colour names

Drawing

- know that hard and soft pencils create different effects (2H and 8B)
- know how to draw with oil pastels
- investigate drawing spirals and cut them out
- investigate continuous line drawings (e.g. draw a flower without taking pencil off the paper)
- know how to draw 2-D to 2-D (observational drawings from 2-D pictures so that 3-D is not yet a focus)

Painting

- know how to paint with more precision (possibly using an artist's work as inspiration e.g. Bridget Riley)
- explore painting to music and talk about the impact this has on their work
- identify and describe what their hand is doing in space as they paint
- observe closely and paint 2-D to 2-D
- know how to mix primary colours to make secondary colours
- know how to hold fine brushes correctly

Printing

- explore how to use these shapes to make compound and complex shapes (e.g. triangles to make stars)
- know how to make a printing shape (e.g. corrugated card)

- know how to snip and cut single layers of materials
- know how to hold scissors correctly
- experiment with snipping and cutting different materials for a purpose (e.g. spaghetti, foam, paper etc.)
- know that experimentation is a good thing and that failure is not a bad thing
- investigate improving a model made by an adult and talk about what they are doing
- know how to copy a model made by an adult (e.g. a Lego car)
- represent their ideas through drawing with adult support
- talk about the ideas they have for model making or construction
- explore constructing and building freely with a wide range of materials
- talk about what they have made
- know how to follow a design brief (e.g. can you make a bridge across the tyres?)

D&T

- know how to use one-handed tools safely
- know the names of some joining materials (e.g. sellotape, PVA glue, masking tape)
- experiment with joining techniques
- investigate different foods (cutting, mixing, cooking)
- investigate making and constructing with a wide range of small and large materials

Singing and Music

- know how to sing the pitch of a tone sung by another person
- know how to sing the melodic shape (moving melody such as up)
- know the names of instruments used in the nursery (e.g. claves, finger cymbals, tambourine, cabasa)
- know how to hold instruments correctly and play them with control
- investigate sounds through (e.g.) sound matching games

- know how to make a monoprint (paint on table, create shape, press paper onto it)

Sculpture

- know how to roll, scrunch and tear materials to create specific forms
- experiment with pleating and folding paper
- experiment with clay and make simple forms (e.g. thumb pots)
- investigate appropriate materials for attaching things together
- explore cutting through multiple layers
- know how to cut in a more controlled way (not necessarily along a line)
- understand that they need to move the paper to help them cut
- know how to use hole punches and shape punches
- explain why they have chosen specific materials
- talk about their ideas and design before they make it
- explore in a creative way how they can solve the design brief
- know how to follow a simple design brief (e.g. make a tent for teddy)
- know what a simple design brief is
- ask questions to evaluate what others have made
- explain how well their product works

D&T

- understand the need for hygienic practices and personal hygiene when working with food
- understand how to follow a simple recipe
- know how to use one-handed tools independently and safely
- know some joining techniques
- know the names of a variety of tools (e.g. hammer, vice, hole punch)

Singing and Music

- know how to follow simple instructions relating to dynamics when singing in unison
- know how to pitch-match short melodic phrases by copying an adult
- know how to hum a known melody

<ul style="list-style-type: none"> • talk about what they are doing • investigate making their own songs • experiment with different ways of playing instruments • investigate ways of making music with their bodies • express their emotions to a piece of music through movement • express their emotions to a piece of music through drawing or painting • talk about the music they hear using words such as loud and quiet • respond to a piece of music by tapping, clapping in time with an adult model • listen to different pieces of music with attention • enjoy singing 	<ul style="list-style-type: none"> • improvise known music to create a variation using a variety of instruments • know how to copy a rhythm • listen for the steady beat in a piece of music and start to keep it following an adult model • know and use the words high/low, long/short, loud/soft, fast/slow • talk about the different sound's instruments make • know the names of a wider selection of instruments (e.g. tambour, shekere) • investigate and choose sounds to represent different things • investigate and make sounds that are different using objects, instruments and body parts • explore music by moving in different ways • know that a composer writes music • describe how a piece of music makes them feel (e.g. happy, sad, scared, relaxed excited etc.) • identify one given dynamic in a piece of music after careful listening • respond to a piece of music by tapping, clapping in time to the beat • listen to music from different times and cultures • enjoy performing the music they make • now that singing together is enjoyable • use their imagination in art, music, dance, imaginative play, role-play and stories to represent their own ideas, thoughts and feelings
Key Vocabulary:	
Foundation One	Foundation 2
<ul style="list-style-type: none"> • artist, painting, drawing, sculpture • squash, roll, squeeze, tear, cut, snip • thick, thin, line, dot • paint, playdough, clay • paper, cardboard, pencil, pen, scissors, crayon, felt tip, glue 	<ul style="list-style-type: none"> • pleat, fold, scrunch, spiral • name of an artist, gallery • print, monoprint • straight, wavy, fine, careful, quick • soft pencil, hard pencil, oil pastel, chalk, Sellotape, hole punch, fabric

- circle, square, rectangle, triangle
- red, blue, yellow, black, white
- happy, sad, dark, light
- create, make, making, build
- think, talk about, idea, explore
- fix, cut
- stick, glue,
- build, taller, higher, shorter, smaller, stronger
- song, chant, rhyme, sound, listen
- high, low, fast, slow, loud, quiet
- hit, shake, scrape, start, stop
- claves, tambourine, drum, finger cymbals
- happy, sad, scary

- oval, diamond, heart, cube, sphere, pyramid
- brown, orange, green, pink, purple, grey
- calm, scared, excited, darker, lighter
- construct, idea
- colour, design, texture, material
- strong, stronger
- fasten, connect
- plan, do, review
- design, make, instruction, explore, test
- identify, immediate, using first-hand experience, represent, create
- singing, whispering, talking, humming, shouting
- rhythm, pattern, steady beat, in time
- louder, quieter, faster, slower, higher, lower, longer, shorter
- rattle, scratchy, chiming, clicking, tinkling
- shekere, cabasa, tambour, wooden agogo
- copy, instructions, match
- composer, the name of a composer
- exciting, lively, calm