



Hunton & Arrathorne Community Primary School

# EYFS Subject Leaders Guidance



**These documents are designed to allow subject leaders the overview of how the wider curriculum is taught in EYFS.**

- **Art and Design**
- **Computing**
- **Design Technology**
- **Geography**
- **History**
- **Science**
- **RE**
- **PSHE**
- **PE**
- **Music**

## **Art & Design in EYFS**

### **Why do we teach Art & Design? Why do we teach it the way we do?**

At Hunton & Arrathorne Primary School our Art & Design curriculum invites children to deepen and extend their feelings of wonder, delight, joy and mystery. We believe that Art enables children to communicate and respond to their everyday experiences and feelings. In Reception, the children are actively encouraged to follow their own interests developing their own ideas. The children learn to express themselves and their own choices, developing the skills of evaluating and refining their own work.

### **What do we teach? What does this look like?**

At our school, the children in Early Years Foundation Stage have access to continuous provision, which had high quality open-end resources. They are encouraged to plan and design what they would like to create and select the tools and resources they will need to support their choices. Highly trained practitioners support the children to learn a repertoire of skills. Throughout half termly topics such as Ourselves, Seasons, Animals, The Seaside the children also explore different art skills such as drawing, painting, and sculpture.

### **What will this look like? By the time children leave our EYFS they will able to:**

ELG

#### **Physical**

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

#### **Expressive Arts & Design**

- 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.

## **Computing in EYFS**

### **Why do we teach Computing? Why do we teach it the way we do?**

At Hunton & Arrathorne Primary School our Computing curriculum helps our children to become independent learners who are equipped for their future and we aim for children to gain the knowledge, skills and competencies. Upon starting school, children are taught the importance of Internet safety, which is an integral part of the Computing curriculum. The children follow simple safety Internet rules and know how to stay safe on line.

### **What do we teach? What does this look like?**

In the Early Years Foundation stage we encouraged the children to use a range of technological resources such as CD players, ipads and programmable toys. This enhances their skills and improves their confidence using IT in the world around them. In Reception during child-initiated time the children are actively encouraged to explore their interests using ipads. The children will also explore taking photograph evidence of their achievements to share with their peers and parents.

### **What will this look like? By the time children leave our EYFS they will able to:**

ELG

#### **Personal, Social and Emotional Development**

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.

#### **Expressive Arts**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

## **Design and Technology in EYFS**

### **Why do we teach Design and Technology? Why do we teach it the way we do**

Our Design and Technology curriculum gives our children technical and practical experiences to develop essential skills for life. It enables our children to think creatively, solve problems and develop the skills needed to make finished products. In Reception, the children are actively encouraged to follow their own interests developing their own ideas. The children learn to express themselves and their own choices, developing the skills of evaluating and refining their own work.

### **What do we teach? What does this look like?**

At our school, the children in Reception have access to continuous provision, which has high quality open-end resources. They are encouraged to plan and design what they would like to create and select the tools and resources they will need to support their choices. Highly trained practitioners support the children to learn a repertoire of skills and techniques. As well as the creative areas for junk modelling using recyclable materials in our setting the children also have access to small world and construction areas. These areas provide the children with problem-solving opportunities within Design and Technology so they can plan, design, build, evaluate and improve on their models. Throughout half termly topics such as Ourselves, Animals, Toys and Materials the children also explore different technology skills such as thinking creatively and solving problems.

### **What will this look like? By the time children leave our EYFS they will be able to:**

ELG

#### **Physical Development.**

- Use a range of small tools, including scissors, paintbrushes and cutlery.

#### **Expressive Arts & Design**

- 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.

## **Geography in EYFS**

### **Why do we teach Geography? Why do we teach it the way we do?**

Our Geography Curriculum is centred around our children's knowledge and understanding of the wider world and community around them. Geography inspires a curiosity, love of learning and appreciation of the environment. Our children are equipped with knowledge of diverse places and people. Through exploration and collaborative learning, they develop skills for life in observing, communicating and comparing what they learn about the world around them.

### **What do we teach? What does this look like?**

At our school, the local area and our school grounds are at the heart of our Geography curriculum. Children develop a sense of place in relation to their own environment and an understanding of the physical world around them and their community. We encourage our children to appreciate and compare different places and people all over the world. They also begin to understand the need to respect and care for the natural environment. In Reception, children begin to develop their geographical knowledge by exploring features of our school. They have rich opportunities to explore of school grounds to enhance their learning and apply their skills. Throughout half termly topics the children observe, explore and discuss changes in weather and compare seasons. Children also learn about people who help us, and the jobs in which people have in our local community.

### **What will this look like? By the time children leave our EYFS they will able to:**

ELG

#### **Knowledge and Understanding of the World**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

- 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.

## The Natural World

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- 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.



## **History in EYFS**

### **Why do we teach History? Why do we teach it the way we do?**

At Hunton & Arrathorne Primary our History Curriculum is centred around our children's knowledge and understanding of the wider world and community around them. Our children enjoy their History learning as they explore with peers, collaborating and thinking creatively. They develop knowledge and skills for life, expressing their viewpoints and gaining a wider and more in depth understanding of the similarities and differences between life today and in the past.

### **What do we teach? What does this look like?**

At our school, we use artefacts, photographs and video clips to bring History to life and to compare old to new. During Reception, the children will have lots of opportunities to develop their sense of the past and present, through discussions. All children are encouraged to remember and share past events and experiences with others. Throughout half termly topics such as Seasons, Homes, Ourselves and People who help us, the children have opportunities to observe, explore and discuss how life was different in the past. The children also learn about significant people in the past such as Guy Fawkes and Captain Cook.

### **What will this look like? By the time children leave our EYFS they will be able to:**

ELG

#### **Knowledge and Understanding of the World**

- 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.

## **Science in EYFS**

### **Why do we teach Science? Why do we teach it the way we do?**

At Hunton & Arrathorne Primary School our Science Curriculum intends to allow our children to explore their understanding of the world through thinking creatively. Our children have real-life and practical experiences to investigate. This supports children to develop their knowledge and skills for life. In Reception we use both the indoor and outdoors environments to support the teaching and learning of Science. The staff regularly provide new materials and arrange experiences for the children to explore and investigate. The children are encouraged to use their senses when exploring natural and man made materials in the 'Investigation' areas in Reception.

### **What do we teach? What does this look like?**

At our school, the local area and our school grounds are at the heart of our Science curriculum. The children explore the seasons, nature, plants and materials. Throughout half termly topics such as Animals, Seasons, Ourselves, Growing Healthy Lifestyles and materials the children have opportunities to observe, explore and question their experiences.

### **What will this look like? By the time children leave our EYFS they will able to:**

ELG

#### **Communication & Language**

- Make comments about what they have heard and ask questions to clarify their understanding.

#### **Personal, Social & Emotional Development**

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

#### **Knowledge and Understanding of the 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 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.

## **RE in EYFS**

### **Why do we teach RE? Why do we teach it the way we do?**

At Berwick Hills Primary our RE Curriculum is centred around our children's knowledge and understanding of the wider world and community around them. Our children enjoy their RE learning as they explore with their peers, collaborating and thinking creatively. They develop knowledge and skills for life, learning to reflect, consider and express their viewpoints. The children are encouraged to compare similarities and differences between different beliefs, values and practices of religion. They also use their imagination and curiosity to develop their appreciation of the world in which they live in.

### **What do we teach? What does this look like?**

At our school, we have adopted the North Yorkshire Agreed Syllabus for RE. The children in Reception encounter religions and world views through special people, books, times, places and objects. They enjoy a range of activities including exploring artefacts, tasting foods and learning stories related to a variety of festivals. The children are introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. Reception pupils have a weekly RE lesson delivered by an RE specialist.

In the Early Years Foundation Stage, we respond to the diverse religious and cultural backgrounds within our school community and have visitors and share celebrations such as Chinese New Year. The children explore seasonal festivals including Christmas and Easter and the stories associated with them.

### **What will this look like? By the time children leave our EYFS they will be able to:**

ELG

#### **Knowledge and Understanding of the World**

- Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.

#### **Personal, Social and Emotional Development**

- Show sensitivity to their own and others' needs.
- Talk about the lives of the people around them and their roles in society.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

- 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.

## **PSHE in EYFS**

### **Why do we teach PSHE? Why do we teach it the way we do?**

At Hunton & Arrathorne Primary our PSHE Curriculum helps children to build their confidence, resilience and self-esteem and to identify and manage risk. It enables children to respect themselves, others and to celebrate diversity whilst managing their emotions and communicating effectively. Developing an understanding of themselves, empathy and the ability to collaborate with others helps our children to form and maintain good relationships.

### **What do we teach? What does this look like?**

At our school, the Reception PSHE is supported by the 'Golden Rules'. The children are encouraged to follow rules for behaviour and learning. We promote the 'Golden Rules' daily and throughout whole-school assemblies. We also use Dojos in our school to reward positive behaviour. Throughout half termly topics such as Ourselves, Celebrations, Healthy Life Styles and Animals the children explore and express their ideas and feelings about different experiences they have encountered. In Reception we have adopted the weekly CORAM SCARF PSHE scheme, as we believe it integrates emotional literacy, self-regulation of behaviour, social skills and spiritual development. Alongside continuous PSHE provision, pupils have one dedicated PSHE lesson per week.

### **What will this look like? By the time children leave our EYFS they will be able to:**

ELG

#### **Communication and Language**

- Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
- 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.

#### **Personal, Social and Emotional Development**

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- 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.

#### **Managing Self**

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

#### Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and others' needs.

#### Physical Development

- Negotiate space and obstacles safely, with consideration for themselves and others.

#### Understanding the World

- Talk about the lives of people around them and their roles in society.

## PE in EYFS

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for PE within the national curriculum. At Hunton & Arrathorne Primary School the children in Reception are encouraged to be physically active throughout the day – having access to outdoor provision. This is alongside small group opportunities – for example to use the balance bikes and climbing equipment. Reception pupils join their peers in Year 1 for PE sessions.

The most relevant statements for PE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Expressive Arts and Design

### Personal, Social and Emotional Development

- Manage their own needs. -personal hygiene
- Know and talk about the different factors that support overall health and wellbeing:
- Revise and refine the fundamental movement skills they have already acquired:
  - rolling - running
  - crawling - hopping
  - walking - skipping
  - jumping - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.
- Develop overall body strength, balance, coordination and agility.

### Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.

- Watch and talk about dance and performance art, expressing their feelings and responses.
- Explore and engage in music making and dance, performing solo or in groups.



## **Music in EYFS**

### **Why do we teach Music? Why do we teach it the way we do?**

At Hunton & Arrathorne Primary School our Music Curriculum in the Early Years Foundation stage intends to inspire creativity, self-expression and confidence. We aim to develop the children's knowledge and appreciation of music from different period, genres, traditions and styles. A love of music is fostered through exposing children to diverse musical experiences, composing using percussion instruments, finding their voices as singers and developing their confidence as performers.

### **What do we teach? What does this look like?**

At our school, the Early Years Foundation Stage believes music is a unique way of communicating that can inspire and motivate children. The children's music journey begins by encouraging them to explore making different sounds in different ways, listen and respond to a range of music and sing songs and nursery rhymes. In Reception we have adopted the 'Charanga' music scheme as we believe in a practical, exploratory and child led approach to musical learning. The children engage in weekly sessions to develop their understanding of music. The children are exposed to music of different periods, genres, traditions and styles. In the Early Years Foundation there are continuous provision areas where the children have access to a range of quality resources. It is in these areas where the children develop their love of music, creating their own compositions and perform for each other. It also ensures that children acquire the musical vocabulary and skills to develop their ability to compose and play music. The children experience performing to a wider audience in our Christmas nativity plays.

### **What will this look like? By the time children leave our EYFS they will be able to:**

ELG

#### **Expressive Arts and Design**

- 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.