



EYFS Curriculum Intent

The Prime areas are fundamental to a child's development and underpin all other areas of the curriculum providing the building block that allow children to become lifelong learners in the future. These are: Personal, Social and Emotional Development, Communication and Language, Physical Development				
Geography	History	Science	Art/DT	Music/Drama
<p>Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Characteristics of Learning: Finding out and exploring</p> <ul style="list-style-type: none"> •Showing curiosity about objects, events and people •Using senses to explore the world around them •Engaging in open-ended activity •Showing particular interests 	<p>Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Characteristics of Learning: Finding out and exploring</p> <ul style="list-style-type: none"> •Showing curiosity about objects, events and people •Using senses to explore the world around them •Engaging in open-ended activity •Showing particular interests •Making links and noticing patterns in their experience 	<p>Early Learning Goal They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Characteristics of Learning: •Making links and noticing patterns in their experience •Making predictions •Testing their ideas •Developing ideas of grouping, sequences, cause and effect</p> <p>Choosing ways to do things</p> <ul style="list-style-type: none"> •Planning, making decisions about how to approach a task, solve a problem and reach a goal •Checking how well their activities are going •Changing strategy as needed •Reviewing how well the approach worked 	<p>Early Learning Goal They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>Characteristics of Learning: Choosing ways to do things</p> <ul style="list-style-type: none"> •Planning, making decisions about how to approach a task, solve a problem and reach a goal •Checking how well their activities are going •Changing strategy as needed •Reviewing how well the approach worked <p>Having their own ideas</p> <ul style="list-style-type: none"> •Thinking of ideas •Finding ways to solve problems •Finding new ways to do 	<p>Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Characteristics of Learning: Having their own ideas</p> <ul style="list-style-type: none"> •Thinking of ideas •Finding ways to solve problems •Finding new ways to do things <p>Playing with what they know</p> <ul style="list-style-type: none"> •Pretending objects are things from their experience •Representing their experiences in play •Taking on a role in their play •Acting out experiences with other people



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<ul style="list-style-type: none"> •Making links and noticing patterns in their experience 			things Enjoying achieving what they set out to do <ul style="list-style-type: none"> •Showing satisfaction in meeting their own goals •Being proud of how they accomplished something – not just the end result 	Being willing to 'have a go' <ul style="list-style-type: none"> • Initiating activities •Seeking challenge •Showing a 'can do' attitude
Geography	History	Science	Art/DT	Music/Drama
Autumn Term				
All About Me/Similarities & Differences				
Discussions about own environment and family. Habitats and seasons. Environmental walks.	Discussion about family and changes. Transitions e.g. nursery to school. Sequencing events. Festivals – bonfire night, Remembrance Day, Christmas.	Discussions about our bodies. Healthy and unhealthy food. Likes & Dislikes, e.g. tasting, smelling. Comparing sizes of feet, hands, height etc.	Mixing primary colours. Using different materials. Natural collages. Printing. Observational drawings.	Home corner roleplay. Building a repertoire of songs. Performing for others – nativity. Exploring sounds.
Spring Term				
Traditional Tales/Space				



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<p>Features of houses and different buildings. Picnics in the park. Community walks. Comparisons of environment. Exploring Space/planets. World maps. Directions.</p>	<p>Builds up a vocab that reflects the breadth of their experiences. Sequencing events. Discussions of own experiences using correct tenses.</p>	<p>Baking and observing changes. Discussion and experiments of taste, texture and smell. Awareness of outer space. Features of planets.</p>	<p>Using shapes for art. Looking at well-known artists. 3D model making. Clay models.</p>	<p>Exploring instruments – keeping a steady beat. Space roleplay. More complex rhythm and rhyme.</p>
<p>Summer Term Planting & Farming/Minibeasts</p>				
<p>Noticing changes to the environment. Making observations of the natural world. Farm/animal visit. Garden Centre visit. City vs Rural comparison.</p>	<p>Comparisons of growth and change. Discussions of life cycles of animals and plants. Looking at farm machinery, old and new.</p>	<p>Animal and plant life cycles. Planting and growing. Changes in weather. Animals and their habitats.</p>	<p>Using the correct colours for a purpose. Using natural objects for art. Mixing colours. Collaborative artwork.</p>	<p>Moving in different ways to music. Garden Centre roleplay. Re-telling/acting out stories.</p>